

6th Grade Social Studies Curriculum (2022)

Gr 6 - Social Studies Unit Plan 1: Foundations of History (Lessons 1-4)

Unit Overview

Students will be able to explain how social scientists, such as archaeologists, historians, and geographers investigate the past. Using this information, students will next create hypotheses about the lives of prehistoric humans, and interpret cave paintings using methods social scientists use in the field. Students will use the information to connect themes of different time periods and events throughout history.

Students will be able to identify different Neolithic settlements and explain the reasons for their location. Students will next be able to compare and contrast the lives of hunters and gatherers during the Paleolithic Age, to the Neolithic Age. Lastly, students will be able to understand the importance of the domestication of plants and animals, which will help create a stable food supply, creating permanent changes to shelters, communities, jobs, and trade.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSL-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none">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.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.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">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).6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none">6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions but may also lead to more questions	<ul style="list-style-type: none">6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none">6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.

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Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 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.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 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.

Instructional Focus

Lesson 1: Investigating the Past Through Inquiry

Essential Questions:

- How do social scientists interpret the past?

Student Learning Objectives:

- Understand key vocabulary terms.
- Identify key themes throughout world history.
- Describe how themes can connect different time periods and events throughout history.

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<ul style="list-style-type: none"> Explore the ways historical themes are related to one another. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 2: Themes of World History

<p>Essential Questions:</p> <ul style="list-style-type: none"> What are the themes of world history? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Understand key vocabulary terms. Explain how social scientists, such as archaeologists, historians, and geographers investigate the past. Hypothesis 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. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Ted/Edu NEWSLA Articles Correlated IXL EdPuzzle Videos Teacher made material Various video clips

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<ul style="list-style-type: none">• Student role play• Textbook series placecard activities	
Pacing: approx # of class periods: 5 days	

Lesson 3: Early Hominins

Essential Questions: <ul style="list-style-type: none">• What capabilities helped hominids survive?	
Student Learning Objectives: <ul style="list-style-type: none">• Understand key vocabulary terms.• 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.	
Suggested Activities <ul style="list-style-type: none">• Introduction videos• Create, define, and illustrate vocabulary charts• Label and identify map of region• Analyze historical artifacts from different hominin groups• Partner activity on investigating an ancient hominin• Relate experiences to adapting somewhere new• Summarize how hominins adapted to different environments for survival• Compare and contrast life in the various Mesopotami regions• Student role play• Textbook series placecard activities	Instructional Materials/Resources <ul style="list-style-type: none">• TCI textbook• TCI interactive notebook• TCI online interactive• Chromebook• World map• Writers notebook• Created props• Ted/Edu• NEWSOLA Articles• Correlated IXL• EdPuzzle Videos• Teacher made material• Various video clips
Pacing: approx # of class periods: 4 days	

Lesson 4: From Hunters and Gatherers to Farmers

Essential Questions: <ul style="list-style-type: none">• How did the development of agriculture change daily life in the Neolithic Age?	
Student Learning Objectives: <ul style="list-style-type: none">• Understand key vocabulary terms.• 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 community changes.	

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Suggested Activities	Instructional Materials/Resources
<ul style="list-style-type: none">● Introduction videos● Create, define, and illustrate vocabulary charts● Label and identify map of region● Analyze historical artifacts from different hominin groups● Partner activity on investigating an ancient hominin● Relate experiences to adapting somewhere new● Summarize how hominins adapted to different environments for survival● Compare and contrast life in the various Mesopotami regions● Student role play● Textbook series placecard activities	<ul style="list-style-type: none">● TCI textbook● TCI interactive notebook● TCI online interactive● Chromebook● World map● Writers notebook● Created props● Ted/Edu● NEWSELA Articles● Correlated IXL● EdPuzzle Videos● Teacher made material● Various video clips
Pacing: approx # of class periods: 6 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.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.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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- **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.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.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.

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X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

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Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula: <ul style="list-style-type: none"> ● Interdisciplinary connections (N.J.A.C. 6A:8-1.1) ● 21st century themes and skills (N.J.A.C. 6A:8-1.1)* ● Holocaust and genocides (N.J.S.A. 18A:35-28)* ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)*

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	<ul style="list-style-type: none">● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a)● Asian American, Pacific Islander history and contributions (J.S.A 18A:35-4.44) <p>Elementary Social Studies Requirements</p> <ul style="list-style-type: none">● Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3) <p>Middle School Requirements</p> <ul style="list-style-type: none">● Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3)● Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41)● Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)
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Internet Resources

Textbook Supplements www.teachtci.com

National Atlas and Map Maker <http://nationalatlas.gov/>

IXL <http://www.ixl.com>

CNN <http://www.cnn.com>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem>

Gr 6 - Social Studies Unit Plan 2: Early Humans and the Rise of Civilizations (Lessons 5-10)

Unit Overview

Students will be able to locate and identify different physical features in the Mesopotamia region, including the Tigris and Euphrates Rivers. Students will analyze and solve geographic problems that occur in this region, in order for the people of Mesopotamia to survive. Facts and characteristics will be explored throughout the ancient Sumer region, and how this civilization became the first city-state.

Students will be able to identify the locations of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian Empires. Students will be able to describe what made each of these civilizations succeed through their achievements, and their eventual fall. Lastly, students will understand the sequence of events that allowed ancient Persia to rule over the empire.

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New Jersey Student Learning Standards

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none"> 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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none"> 6.2.8.EconGE.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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none"> 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
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 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.

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Instructional Focus

Lesson 5: Early Humans and the Rise of Civilization

Essential Questions:

- How did geographic challenges lead to the rise of city-states in Mesopotamia?

Student Learning Objectives:

- Describe the location and physical settling of Mesopotamia, including the Tigris and Euphrates river system.
- Analyze geographic problems affecting ancient Mesopotamians and evaluate potential solutions.
- Describe how Mesopotamians modified their physical environment to solve geographic problems.
- Explain how the development of agriculture techniques, such as irrigation systems, led to the emergence of Sumerian city-states.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label and identify map of region
- Analyze historical artifacts from different hominin groups
- Partner activity on investigating an ancient hominin
- Relate experiences to adapting somewhere new
- Summarize how hominins adapted to different environments for survival

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Discovery Ed/ United Streaming
- Ted/Edu
- Teacher made material
- Various video clips

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<ul style="list-style-type: none"> • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 6: Ancient Sumer

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do historians classify ancient Sumer as a civilization? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Analyze artifacts from ancient Sumer and explain how they are examples of the characteristics of civilization. • Identify agricultural inventions that allowed Sumerian city-states to create a stable food supply and complex society. • Explain the relationship between religion and the social and political order of Sumer. • Explain the evolution of Sumerian written language, from pictographs to cuneiform. • Apply the characteristics of civilization to modern-day society. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 7: Exploring Four Empires of Mesopotamia

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the important achievements of the Mesopotamian empires? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the location of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian Empires. • Describe the military, economic, and cultural achievements of early Mesopotamian empires, such as Hammurabi's Code. 	

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<ul style="list-style-type: none"> Evaluate the importance of Mesopotamian achievements. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 8: Ancient Persia and Its Context

<p>Essential Questions:</p> <ul style="list-style-type: none"> What can we know about ancient Persia? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Understand the sequences of empires that ruled over ancient Persia and their similarities and differences. Identify and explain resources that assist historians in learning about ancient Persia. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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Pacing: approx # of class periods: 4 days

Lesson 9: The Achievements of Ancient Persia

Essential Questions:

- In what ways did ancient Persians influence the world around them?

Student Learning Objectives:

- consider the development of writing across civilizations.
- Recognize the achievements of ancient Persia.
- Describe the legacy of ancient Persia.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label and identify map of region
- Analyze historical artifacts from different hominin groups
- Partner activity on investigating an ancient hominin
- Relate experiences to adapting somewhere new
- Summarize how hominins adapted to different environments for survival
- Compare and contrast life in the various Mesopotami regions
- Student role play
- Bonus sources
- Textbook series placecard activities

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Discovery Ed/ United Streaming
- Ted/Edu
- Teacher made material
- Various video clips

Pacing: approx # of class periods: 7 days

Lesson 10: Early Civilizations in the Americas

Essential Questions:

- What do we know about the ancient civilizations in the Americas?

Student Learning Objectives:

- Recognize the role of traditions, including oral traditions, across cultures, past and present.
- Explain why our knowledge about the first people to live in the Americas continues to evolve.
- Identify the features of early Indigenous civilizations in the Americas.
- Discuss theories about the collapse of early Indigenous civilizations in the Americas.
- Compare early Indigenous civilizations in the Americas.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label and identify map of region

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook

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<ul style="list-style-type: none">● Analyze historical artifacts from different hominin groups● Partner activity on investigating an ancient hominin● Relate experiences to adapting somewhere new● Summarize how hominins adapted to different environments for survival● Compare and contrast life in the various Mesopotami regions● Student role play● Bonus sources● Textbook series placecard activities	<ul style="list-style-type: none">● World map● Writers notebook● Created props● Discovery Ed/ United Streaming● Ted/Edu● Teacher made material● Various video clips
Pacing: approx # of class periods: 6 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.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.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** [Strand] - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.

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- **LA.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.
- **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
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 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
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21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.

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X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
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Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachinci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

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Gr 6 - Social Studies Unit Plan 3: Ancient Egypt and the Middle East (Lessons 11-16)

Unit Overview

Students will engage in learning activities to understand how civilizations established themselves around the Nile River, and how it helped sustain life. Students will also be able to identify and describe how Egypt, Kush, and Canaan developed over time. Students will connect all these civilizations to one another, and how different cultural aspects were shared with one another.

Students will be able to describe the origins of Judaism. Students will identify the Torah, its basic teachings, and its history towards the Israelites. Students will identify important figures in the Torah, and their significance to the religion. Lastly, students will understand the impact Judaism has on people today, as well as rituals and celebrations.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards: https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none">6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none">6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none">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).
The physical and human characteristics of places and regions are connected to human identities and cultures.	<ul style="list-style-type: none">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.
Economic interdependence is impacted by increased specialization and trade.	<ul style="list-style-type: none">6.2.8.EconGE.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.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none">6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historians develop arguments using evidence from multiple relevant historical sources.	<ul style="list-style-type: none">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

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<p>The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</p>	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
<p>Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p>	<ul style="list-style-type: none"> 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.
<p>Relationships between humans and environments impact spatial patterns of settlement and movement.</p>	<ul style="list-style-type: none"> 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.
<p>Economic interdependence is impacted by increased specialization and trade.</p>	<ul style="list-style-type: none"> 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.
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	<ul style="list-style-type: none"> 6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
<p>An individual's perspective is impacted by one's background and experiences.</p>	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Instructional Focus

Lesson 11: Geography and Early Settlement of Egypt, Kush, and Canaan

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did geography affect early settlement in Egypt, Kush, and Canaan?
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Model the physical geography, including major river systems, of ancient Egypt, Kush, and Canaan. Recognize locations of early human settlement in these areas. Describe how environmental factors supported permanent settlement and the development of civilization in these areas.

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<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 12: The Ancient Egyptian Pharaohs

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What did the pharaohs of ancient Egypt accomplish, and how did they do it? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify the accomplishments of four key pharaohs from ancient Egypt: Khufu, Senusret I, Hatshepsut, and Ramses the Great. ● 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. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips

6th Grade Social Studies Curriculum (2022)

Pacing: approx # of class periods: 5 days

Lesson 13: Daily Life in Ancient Egypt

Essential Questions:

- How did social class affect daily life in ancient Egypt?

Student Learning Objectives:

- Explain why the social structure of ancient Egypt is organized like a pyramid and how religion affects that organization.
- Identify the key aspects of daily life for five social classes in ancient Egypt.
- Discuss the role of written language and various art forms in ancient Egypt.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label and identify map of region
- Analyze historical artifacts from different hominin groups
- Partner activity on investigating an ancient hominin
- Relate experiences to adapting somewhere new
- Summarize how hominins adapted to different environments for survival
- Compare and contrast life in the various Mesopotami regions
- Student role play
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Instructional Materials/Resources

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Pacing: approx # of class periods: 6 days

Lesson 14: The Kingdom of Kush

Essential Questions:

- How did location influence the history of Kush?

Student Learning Objectives:

- Identify the location of the civilization of Kush.
- Analyze and describe images that show the commercial, cultural, and political relationship between Kush and Egypt, and the development in Kush of an independent economy, government, and culture.
- Explain how location influenced the history of Kush during four different periods.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label and identify map of region

Instructional Materials/Resources

- TCI textbook
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- World map

6th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<ul style="list-style-type: none"> Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 15: The Origins of Judaism

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did Judaism originate and develop? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Describe the origins of Judaism as the first monotheistic religion. Identify the Torah as the source of the basic teachings of Judaism and as a source of information on the history of the Israelites, also called Hebrews. Explain the significance of Abraham, Moses, David, and Solomon in the history of the Israelites and in the development of Judaism. Document on a timeline the locations and movements of the ancient Israelites, including the Exodus from Egypt. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 16: Learning About World Religions: Judaism

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the central teachings of Judaism, and why did they survive to modern day? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the central laws and teachings of Judaism. • Summarize the ways in which the laws and teachings of Judaism remain influential today. • Explain why and how Judaism survived and developed despite the Jewish Diaspora. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
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 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
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21st Century Life and Career Skills

21st Century Learning Resources:

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Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction

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- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

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Internet Resources

Textbook Supplements www.teachtci.com

National Atlas and Map Maker <http://nationalatlas.gov/>

IXL <http://www.ixl.com>

CNN <http://www.cnn.com>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem>

Gr 6 - Social Studies Unit Plan 4: Ancient India (Lessons 17-22)

Unit Overview

Students will engage in learning activities to understand how the protective barriers of India helped protect and develop their own culture. Students will also be able to identify and describe Hinduism and Buddhism have rooted themselves in ancient India.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards: https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none">6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none">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).
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">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.
An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none">6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none">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).

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Historical contexts and events shaped and continue to shape people’s perspectives.	<ul style="list-style-type: none"> 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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.

Instructional Focus

Lesson 1 7: Geography and Early Settlement of India

Essential Questions: <ul style="list-style-type: none"> How did geography affect early settlement in India? 	
Student Learning Objectives: <ul style="list-style-type: none"> Locate and describe eight key physical features of the Indian subcontinent, including the major river systems. Explain how geography affected the location of early settlement in India and supported the rise of civilization there. Predict and map the location of early human settlement in India. 	
Suggested Activities <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	Instructional Materials/Resources <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
Pacing: approx # of class periods: 9 days	

Lesson 18: Unlocking the Secrets of Mohenjodaro

Essential Questions: <ul style="list-style-type: none"> What can artifacts tell us about daily life in Mohenjodaro?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● 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 Mohenjodaro is an important archaeological site. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 19: Learning About World Religions: Hinduism

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the origins and beliefs of Hinduism? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Explain the influence of the Vedas on Hinduism. ● Describe important beliefs in Hinduism and discuss their influence on daily life. ● Assess the impact of Hinduism on life in the modern Indian subcontinent and across the world. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips

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<ul style="list-style-type: none"> • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 20: Learning About World Religions: Buddhism

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the main beliefs and teachings of Buddhism? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the life of Siddhartha Gautama and explain how he became the Buddha. • Analyze paintings to clarify information presented in a historical narrative. • Summarize the main teachings of Buddhism. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 21: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • 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. • Classify Ashoka's edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook

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<ul style="list-style-type: none"> ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 22: The Achievements of the Gupta Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why is the period during the Gupta Empire known as a “golden age”? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify the Gupta Empire on a map and locate its key cities. ● Define what characteristics classify a historical time period as a “golden age.” ● Describe the important aesthetic and intellectual traditions of ancient India, including literature, medicine, metallurgy, and mathematics. ● Explain why the period during the Gupta Empire is known as a “golden age.” 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

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Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.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.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.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.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.

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- **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C** - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities
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Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
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Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time	Extended time for assignments

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Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

Gr 6 - Social Studies Unit Plan 5: Ancient China (Lessons 23-28)

Unit Overview

Students will engage in learning activities to understand how the different regions of China affect the population, and where they settled. Students will also be able to identify how emperors came to power, in order to unify China. Students will be able to describe how the Silk Roads helped promote ideas and goods.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Learning in this unit will focus on:

2020 Social Studies Standards: <https://www.nj.gov/education/standards/socst/docs/2020NJSLSS-Grades6-8.pdf>

Core Ideas	Performance Expectations
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Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 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).
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 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.
An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.

Instructional Focus

Lesson 23: The First: Unification of India

Essential Questions:

- How did Ashoka unify the Mauryan Empire and spread Buddhist values?

Student Learning Objectives:

- 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.

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<ul style="list-style-type: none"> Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 24: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> 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. Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Student role play • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 25: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • 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. • Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 26: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • 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. 	

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<ul style="list-style-type: none"> Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 27: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> 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. Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Student role play • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 28: The First: Unification of India

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Ashoka unify the Mauryan Empire and spread Buddhist values? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • 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. • Classify Ashoka’s edicts into categories representing various ways Ashoka promoted unity in India. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects

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- **LA.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.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.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.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

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- **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
- **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides	Independent extension research projects

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Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

Gr 6 - Social Studies Unit Plan 6: Ancient Greece (Lessons 29-35)

Unit Overview

Students will engage in learning activities to understand how geography played a role in the development of Ancient Greece. Students will be able to compare and contrast life in different city-states. Students will be able to understand different thoughts, achievements, and ideas of Ancient Greece, and how they are still used today.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Learning in this unit will focus on:

2020 Social Studies Standards: https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 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).
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 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.

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An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 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.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.

Instructional Focus

Lesson 29: Geography and Settlement of Greece

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did geography influence settlement and way of life in ancient Greece? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Examine the physical geography of the Greek peninsula. Analyze thematic maps of ancient Greece, including locations of colonies and trade routes. Discuss connections between the geography of Greece and the development of ancient Greek city-states. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 30: The Rise of Democracy

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did democracy develop in ancient Greece? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Examine forms of government in ancient Greece. • Identify the advantages and disadvantages of monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece. • Explain key differences between direct and representative democracy. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 31: Life in Two City-States: Athens and Sparta

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the major differences between Athens and Sparta? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Locate ancient Athens and Sparta and explain the connection between geography and the development of these city-states. • Describe Athenian and Spartan government, economy, education, and treatment of women and people who were enslaved. • Compare and contrast life in Athens and Sparta. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook

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<ul style="list-style-type: none"> ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 32: Fighting the Greco-Persian Wars

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What factors influenced the outcome of the Greco-Persian Wars? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Locate the Persian Empire and describe its founding, expansion, and political organization. ● Describe the roles of Athens and Sparta in the Greco-Persian Wars. ● Summarize the details of key battles in the Greco-Persian Wars. ● Evaluate the factors that contributed to a Greek victory in the Greco- Persian Wars. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 33: The Golden Age of Athens

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<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the major cultural achievements of Athens? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the role of Pericles in leading Athens into its Golden Age. • Discuss the significance of religion in the everyday life of the ancient Greeks. • Identify ways in which Greek literature permeates modern English language and literature. • Explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to its Golden Age. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 34: Alexander the Great and His Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Alexander build his empire? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Summarize the roles of Athens and Sparta in the Peloponnesian War. • Describe the rise of Macedonia under the reigns of Philip and Alexander. • Rate the success of Alexander the Great in uniting his empire, including his efforts to spread Greek culture eastward. • Evaluate the achievements of Alexander the Great. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming

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<ul style="list-style-type: none"> • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<ul style="list-style-type: none"> • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 35: The Legacy of Ancient Greece

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did ancient Greece contribute to the modern world? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explain how Greek language, literature, and art influence the modern world. • Identify the Greek roots of American democracy. • Describe the achievements of important Greek figures in the arts, sciences, and social sciences. • Evaluate the impact of Greek contributions on modern life. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 10 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
- **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.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.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.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.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
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 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

6th Grade Social Studies Curriculum (2022)

- **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
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21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
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Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities
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6th Grade Social Studies Curriculum (2022)

Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection
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Instructional Delivery

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- Cooperative learning activities
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- Small Group Instruction
- Share Examples
- Visual Aids
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- Art Projects

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Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time	Extended time for assignments

6th Grade Social Studies Curriculum (2022)

<p>Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Frequent breaks Sign agenda book daily Study guides Graphic organizers</p>
ELL	Gifted
<p>Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Independent extension research projects Jigsaw cooperative learning activities Student choice</p>
I&RS/At Risk-	
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p>	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

Gr 6 - Social Studies Unit Plan 7: Ancient Rome (Lessons 36-42)

Unit Overview

Students will engage in learning activities to understand how several different cultures and ancient civilizations converged and influenced Ancient Rome. Students will understand the origins and spread of Christianity throughout Ancient Rome. Students will be able to identify different thoughts, achievements, and ideas of Ancient Rome, and how they are still used today.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Learning in this unit will focus on:

2020 Social Studies Standards: https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
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Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 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.
An individual's perspective is impacted by one's background and experiences.	<ul style="list-style-type: none"> 6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	<ul style="list-style-type: none"> 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).
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 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.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.

Content Statement:

Instructional Focus

Lesson 36: Geography and Early Development of Rome

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did the Etruscans and Greeks influence the development of Rome? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Identify the location and describe the geography of Rome. Explain the myth of Romulus and Remus. Analyze the influence of Etruscan engineering and sports on the development of Rome. Analyze the effect of Greek architecture, writing, art, and religion on Roman culture. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props

6th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<ul style="list-style-type: none"> • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 37: The Rise of the Roman Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What were the characteristics of the Roman Republic and how did they change over time? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Describe the founding of the Roman Republic. • Compare and contrast the rights and powers of patricians and plebeians during various phases of the Roman Republic. • Describe how the government of the Roman Republic became more democratic over time. • Summarize the lasting significance of the ideas and organization of the Roman Republic. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 38: From Republic to Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Did the benefits of Roman expansion outweigh the costs?
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6th Grade Social Studies Curriculum (2022)

<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Summarize the major events in Roman expansion between 509 B.C.E. and 14 C.E. Explain the role of Julius Caesar and Octavian in Rome’s transition from republic to empire. Map the geographic boundaries of Rome at the height of its empire. Evaluate the positive and negative effects of military expansion on Roman society and economic growth. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 39: Daily Life in the Roman Empire

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did wealth affect daily life in the Roman Empire? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Identify cultural features of Rome and the Roman Empire. Analyze the political, economic, religious, and social structures of the Roman Empire. Compare and contrast the daily lives of the rich and poor in the Roman Empire. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label and identify map of region Analyze historical artifacts from different hominin groups Partner activity on investigating an ancient hominin Relate experiences to adapting somewhere new Summarize how hominins adapted to different environments for survival Compare and contrast life in the various Mesopotami regions 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

6th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> • Student role play • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 40: The Origins and Spread of Christianity

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did Christianity originate and spread? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Explain the origins of Christianity in the Jewish Messianic prophecies and the life and teachings of Jesus of Nazareth as described in the New Testament. • Identify the contribution of early Christian leaders to the spread of Christian beliefs. • Describe the role of the Roman Empire in the persecution and spread of Christianity. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label and identify map of region • Analyze historical artifacts from different hominin groups • Partner activity on investigating an ancient hominin • Relate experiences to adapting somewhere new • Summarize how hominins adapted to different environments for survival • Compare and contrast life in the various Mesopotami regions • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 41: Learning About World Religion: Christianity

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are Christians' lives shaped by the beliefs and practices of Christianity? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Summarize fundamental Christian beliefs such as the Trinity, the Resurrection, and salvation. • Describe the history and practices of Christian worship services. • Explain the roots of the Christian calendar and major Christian holidays. • Identify the sacraments, including baptism and Holy Communion, observed by various Christian churches. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook

6th Grade Social Studies Curriculum (2022)

<ul style="list-style-type: none"> ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 42: The Legacy of Rome in the Modern World

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● To what extent does ancient Rome influence us today? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe internal weaknesses of the Roman Empire and trace the fall of the empire in the west. ● Explain the founding of Constantinople and the rise of the Byzantine Empire. ● Evaluate the extent to which Roman art, architecture, engineering, language, philosophy, and law influence modern society. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label and identify map of region ● Analyze historical artifacts from different hominin groups ● Partner activity on investigating an ancient hominin ● Relate experiences to adapting somewhere new ● Summarize how hominins adapted to different environments for survival ● Compare and contrast life in the various Mesopotami regions ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
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6th Grade Social Studies Curriculum (2022)

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.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.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.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.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.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.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B** - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

6th Grade Social Studies Curriculum (2022)

- **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
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Formative Assessments and Alternative Activities

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Internet Resources

Textbook Supplements www.teachtci.com
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 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>