



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Social Studies Curriculum

Course Description: The focus of 6th Grade Social Studies is to promote an awareness of the history, culture, and contributions of the world's civilizations, including Early Civilizations, Classical Civilizations, African Civilizations, Mesoamerican and Andean South American Civilizations, and Feudal Kingdoms in Europe and Japan. The essential skills and concepts of this course provide the necessary background knowledge for success in subsequent social studies coursework.

In order to leverage and grow students' historical thinking skills (i.e., analyzing historical sources and evidence, making historical connections, chronological reasoning, and creating and supporting a historical argument), this course is designed with inquiry as a central driver for every unit of learning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
15 weeks	1: Early Civilizations	Topic 1: Mesopotamia Topic 2: Egypt Topic 3: India Topic 4: China
9 weeks	2: Classical Civilizations	Topic 1: Greece Topic 2: Rome
3-4 weeks	3: African Civilizations	Topic 1: Religion & Trade Topic 2: Sub-Saharan Culture

4 weeks	4: Mesoamerican and Andean South American Civilizations	Topic 1: Maya Civilization Topic 2: Inca Civilization Topic 3: Aztec Civilization
4-5 weeks	5: Feudal Kingdoms in Europe and Japan	Topic 1: Japan Topic 2: Europe

Curriculum Revision Tracking

- Placed new DESE priority and supporting standards within units.
- Developed inquiry-focused unit structures (e.g., compelling questions, supporting questions, etc.).

Fall 2018:

All Units:

- Pacing change due to the shift to block scheduling for the 2019-2020 school year

Spring 2018:

All Units:

- Updated ISTE Standards
- Updated Teaching Tolerance Standards

Unit 1: Early Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Early Civilizations

Length of Unit: 15 weeks

Overview of Unit: This unit will describe and analyze the interrelationships of Mesopotamia, Egypt, India, and China while focusing on geography, economics, culture, and government.

Unit 1 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How does the GRAPES (Geography, Religion, Advancements, Political, Economy, Social Structure) impact the early civilizations of Mesopotamia, Egypt, India, and China?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- 6.8.WH.1.PC. B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Supporting Standards for unit:

- 6-8WH.2.CC.A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.

- 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations.
- 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- 6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.
- 6-8.WH.3.G.B Identify the effect of natural forces upon human activities.
- 6-8.WH.4.G.A Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures.
- 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor
- 6-8.WH.2.EC.B Explain how standardization affects the early stability of a society.
- 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.
- 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
- 6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
- 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.
- 6-8.WH.3.PC.C Analyze the extent and impact of cultural diffusion that results from empire building.
- 6-8.WH.4.PC.C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Priority Standard 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate curiosity by developing higher level questions.	4
	Creating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Priority Standard 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how settlement affected the environment in ancient civilizations.	2
	Applying
Students will describe how settlement affected the culture of the ancient civilizations.	2
	Applying

Priority Standard 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map to locate continents and oceans.	2
	Applying
Students will identify where the major ancient civilizations of the world were located.	2
	Applying
Students will identify geographic features affecting civilizations.	3
	Analyzing

Priority Standard 6.8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe social structures and social stratification among social classes within a civilization.	3
	Analyzing
Students will explain the impact that social structure has on a society's culture and its people.	4
	Evaluating

Essential Questions:

1. How can questioning practices help ensure that research addresses multiple viewpoints?
2. What can maps and graphic representations tell us about a particular civilization or relationship/pattern among several?
3. How did the settlement of an ancient civilization impact the environment and culture?
4. How did geographic features affect the placement of civilizations?
5. What impact do social classes have on a civilization?

Enduring Understanding/Big Ideas:

1. Quality questions help guide research to incorporate diverse perspectives.
2. Maps and other graphic representations can reveal important relationships and patterns that impacted ancient civilizations.
3. Settlement of ancient civilizations impacted both the environment and culture.
4. Geographic features greatly impacted the placement and development of ancient civilizations.
5. Social classes can affect all aspects of civilization.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Economics • Standardization • Specialize	• Continents • Oceans • Agricultural Revolution • River Valleys • Monotheistic religions • Polytheistic religions • Hinduism • Buddhism • Mongol rule • Tigris River • Euphrates River • Mesopotamia • Pharaoh • Indus River • Himalaya Mountains • Caste system • Huang He River • Yangtze River • Gobi Desert • Silk Roads • Dynasties • Emperors • Warlord kings • Cultural Diffusion • Surplus • Opportunity costs • Codification of Law • Monarchy • Civilization • Inter-regional • Political order • Social order/classes • Irrigation • Silk Roads • Natural Barriers

	• Silt • trade/barter • Trade route
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Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2-3 blocks

Ancient Civilization Travel Advertisement: Students will attempt to persuade class members to travel to one ancient civilization (Mesopotamia, Egypt, India, or China). Students will work in groups to create a travel advertisement highlighting the advantages of living in the selected civilization. Within the advertisement, students will also describe disadvantages of living in other civilizations. Students will give an "advertising pitch" persuading students from other civilizations to visit their civilization. All students will complete a pro/con matrix as they examine the advantages and disadvantages of living in each civilization.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How does the GRAPES (Geography, Religion, Advancements, Political, Economy, Social Structure) impact the early civilizations of Mesopotamia, Egypt, India, and China?***

Topic 1: Mesopotamia

Engaging Experience 1

Title: Where was the civilization of Ancient Mesopotamia located and what identifying geographic features were within or surrounding it?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Priority Standard 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map to locate continents and oceans.	2
	Applying

Students will identify where the major ancient civilizations of the world were located.	2
	Applying
Students will identify geographic features affecting civilizations.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. 6-8.WH.3.G.B Identify the effect of natural forces upon human activities. 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures. 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people. 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.	

Detailed Description/Instructions: Students will create a map which shows the location, geographic features, and trade routes of Mesopotamia.

Engaging Experience 2

Title: How did Sumerians (Mesopotamians) use the rivers to support settlement leading them to become the first civilization?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how settlement affected the environment in ancient civilizations.	2
	Applying
Students will describe how settlement affected the culture of the ancient civilizations.	2
	Applying

Supporting Standard(s):

- 6-8WH.2.CC.A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies in Asia, Africa, and the Americas.
- 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.
- 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures.
- 6-8.WH.2.EC.B Explain how standardization affects the early stability of a society.
- 6-8.WH.4.G.A Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Given the map you created, how can you use the geographic features and land around you to build a civilization? Lead students to identify how Mesopotamia fits all 5 traits of a civilization: Advanced Cities (surplus), Advanced Technology (Irrigation), Specialized Workers (Specialization and trade), Record Keeping, Complex Institutions (government, armies, religion). Students divide into 5 groups for each trait and create a “one-pager” for their specific group to present to the class.

Engaging Experience 3

Title: How did the belief systems of Sumerians (Mesopotamians) impact their social structure?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe social structures and social stratification among social classes within a civilization.	3
	Analyzing
Students will explain the impact that social structure has on a society's culture and its people.	4
	Evaluating

Priority Standard 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate curiosity by developing higher level questions.	4
	Creating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing

Supporting Standard(s):

- 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
- 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- 6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of Mesopotamia. In addition, they will add information that describes how religion influenced the government and social class structure.

Engaging Experience 4

Title: Given a law (Hammurabi's Code of Law), what is the law saying, what is the perspective from different members of society, and how does it lead to a more fair society?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standards for unit:

- 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate curiosity by developing higher level questions.	4
	Creating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing
Supporting Standard(s): ● 6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations. ● 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.	

Detailed Description/Instructions: Students will work in small groups and will receive a scenario to discuss and perform. Groups will create higher level questions helping them see the different viewpoints of each member of society with that particular law (men, women, free, and slave). Once all scenarios have been performed, groups will discuss the importance of rules and a codification of law and how it impacts society. Class will identify how it connects to our laws today and how it affects our members of society.

Topic 2: Egypt

Engaging Experience 1

Title: Where was the civilization of Ancient Egypt located and what identifying geographic features were within or surrounding it?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Priority Standard 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map to locate continents and oceans.	2
	Applying

Students will identify where the major ancient civilizations of the world were located.	2
	Applying
Students will identify geographic features affecting civilizations.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. 6-8.WH.3.G.B Identify the effect of natural forces upon human activities. 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures. 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people. 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.	

Detailed Description/Instructions: Students will create a map which shows the location, geographic features, and trade routes of Egypt. This information will be added to the World Map they began previously in the unit of Mesopotamia.

Engaging Experience 2

Title: How did pyramids support the belief systems of Egyptians and how did these beliefs impact the different levels of society?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard: 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate curiosity by developing higher level questions.	4
	Creating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing

Priority Standard: 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying

Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating
Supporting Standard(s): 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations. 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations. 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.	

Detailed Description/Instructions: Thinking about the culture of Egyptian society and their purpose/use of pyramids, students will create a 3D model (foldable) or diagram of an Egyptian pyramid. On each of the 4 sides of the pyramid, students will create a compelling question and answer that question with pictures and words. Suggestions include:

- What was the purpose of the pyramid?
- In what ways were bodies preserved and why?
- What treasures would have been in a pyramid?
- How were bodies and treasures protected in a pyramid?
- What is the first type of pyramid and how did it evolve over time?
- How did a particular pharaoh (example Khufu) design a pyramid?
- How did social class affect the mummification and burial practices and how did that relate to their view of the afterlife?
- How was math involved in the building of pyramids?

Topic 3: India

Engaging Experience 1

Title: Where was the civilization of Ancient India located and what identifying geographic features were within or surrounding it?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Priority Standard 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map to locate continents and oceans.	2
	Applying

Students will identify where the major ancient civilizations of the world were located.	2
	Applying
Students will identify geographic features affecting civilizations.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. 6-8.WH.3.G.B Identify the effect of natural forces upon human activities. 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures. 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people. 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.	

Detailed Description/Instructions: Students will create a map which shows the location and trade routes of India. This information will be added to the World Map they began previously in the unit of Mesopotamia and Egypt.

Engaging Experience 2

Title: What is the Caste System, how does it influence the different levels of society, and what are some different viewpoints within the system?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe social structures and social stratification among social classes within a civilization.	3
	Analyzing
Students will explain the impact that social structure has on a society's culture and its people.	4
	Evaluating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order. 6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.	

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of India and rules within society. In addition, from each social class, infer what each viewpoint or perspective (involving feelings/thoughts) would be.

Engaging Experience 3

Title: What are the similarities and differences of Hinduism and Buddhism?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will describe how settlement affected the culture of the ancient civilizations.	2
	Applying

Supporting Standard(s):

- 6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
- 6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- 6-8.WH.4.PC.C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.

Detailed Description/Instructions: Students will describe and compare the religions of Hinduism and Buddhism while completing a comparison matrix. They will include the origin, structure, and essential beliefs of the religions on their matrix.

Topic 4: China

Engaging Experience 1

Title: Where was the civilization of Ancient China located and what identifying geographic features were within or surrounding it?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Priority Standard 6-8.WH.1.G.C Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map to locate continents and oceans.	2
	Applying

Students will identify where the major ancient civilizations of the world were located.	2
	Applying
Students will identify geographic features affecting civilizations.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations. 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor. 6-8.WH.3.G.B Identify the effect of natural forces upon human activities. 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures. 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people. 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.	

Detailed Description/Instructions: Students will create a map which shows the location, geographic features, and trade routes of China. This information will be added to the Map of Mesoamerica, Egypt, and India they began previously in the unit.

Engaging Experience 2

Title: What goods, inventions, and advancements were made within Mesopotamia, Egypt, India, and China (supply)? How were these resources traded within all river valley civilizations (demand)?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use a map and other graphic representation (charts, timelines, graphs, etc.) in order to analyze relationships and patterns of ancient history.	2
	Applying
Students will create a map or other graphic representation (charts, timelines, graphs, etc.) in order to analyze a specific topic in ancient history.	4
	Creating

Supporting Standard(s):

- 6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- 6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.
- 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.
- 6-8.WH.3.PC.C Analyze the extent and impact of cultural diffusion that results from empire building.
- 6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures.
- 6-8.WH.2.EC.B Explain how standardization affects the early stability of a society.
- 6-8.WH.4.G.A Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.

- 6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- 6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Students will be divided into 4 groups. Each group will be assigned to Mesopotamia, Egypt, India, or China. Groups will create a shared presentation of their assigned civilization's advancements (science, technology, intellectual, and art). The presentation will provide a description of the advancement and how it helped the civilization advance. Students will create artifacts that represent the advancements that will be used on an in-class trading day. Students will consider the location (ease of trade and protection from attacks), influence on culture, and the economic advantage of trading the items they created.

Engaging Experience 3

Title: What are the pros/cons of each of China's ancient philosophies (Legalism, Confucianism, and Daoism)?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will demonstrate curiosity by developing higher level questions.	4
	Creating
Students will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.	3
	Analyzing
Supporting Standard(s): 6-8.WH.2.PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations. 6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.	

Detailed Description/Instructions: Students will create a script (and/or podcast) that debates one of the 3 Chinese philosophies (Legalism, Confucianism, Daoism). The debate should include a claim + evidence persuading that their chosen philosophy is best for the emperor to rule with. This can be completed in groups or by individual students.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	Where was the civilization of Ancient Mesopotamia located and what identifying geographic features were within or surrounding it?	Students will create a map which shows the location, geographic features, and trade routes of Mesopotamia.	1 block
1	How did Sumerians (Mesopotamians) use the rivers to support settlement leading them to become the first civilization?	Given the map you created, how can you use the geographic features and land around you to build a civilization? Lead students to identify how Mesopotamia fits all 5 traits of a civilization: Advanced Cities (surplus), Advanced Technology (Irrigation), Specialized Workers (Specialization and trade), Record Keeping, Complex Institutions (government, armies, religion). Students divide into 5 groups for each trait and create a "one-pager" for their specific group to present to the class.	1 block
1	How did the belief systems of Sumerians (Mesopotamians) impact their social structure?	Students will create a poster or infographic which details the social class structure of Mesopotamia. In addition, they will add information that describes how religion influenced the government and social class structure.	1 block
1	Given a law (Hammurabi's Code of Law),	Students will work in small groups and will receive a scenario to discuss and perform. Groups will create higher level questions	1 block

	what is the law saying, what is the perspective from different members of society, and how does it lead to a more fair society?	helping them see the different viewpoints of each member of society with that particular law (men, women, free, and slave). Once all scenarios have been performed, groups will discuss the importance of rules and a codification of law and how it impacts society. Class will identify how it connects to our laws today and how it affects our members of society.	
2	Where was the civilization of Ancient Egypt located and what identifying geographic features were within or surrounding it?	Students will create a map which shows the location, geographic features, and trade routes of Egypt. This information will be added to the World Map they began previously in the unit of Mesopotamia.	1 block
2	How did pyramids support the belief systems of Egyptians and how did these beliefs impact the different levels of society?	Thinking about the culture of Egyptian society and their purpose/use of pyramids, students will create a 3D model (foldable) or diagram of an Egyptian pyramid. On each of the 4 sides of the pyramid, students will create a compelling question and answer that question with pictures and words	1-2 blocks
3	Where was the civilization of Ancient India located and what identifying geographic features were within or surrounding it?	Students will create a map which shows the location and trade routes of India. This information will be added to the World Map they began previously in the unit of Mesopotamia and Egypt.	1 block

3	What is the Caste System, how does it influence the different levels of society, and what are some different viewpoints within the system?	Students will create a poster or infographic which details the social class structure of India and rules within society. In addition, from each social class, infer what each viewpoint or perspective (involving feelings/thoughts) would be.	1 block
3	What are the similarities and differences of Hinduism and Buddhism?	Students will describe and compare the religions of Hinduism and Buddhism while completing a comparison matrix. They will include the origin, structure, and essential beliefs of the religions on their matrix.	1 block
4	Where was the civilization of Ancient China located and what identifying geographic features were within or surrounding it?	Students will create a map which shows the location, geographic features, and trade routes of China. This information will be added to the Map of Mesoamerica, Egypt, and India they began previously in the unit.	1 block
4	What goods, inventions, and advancements were made within Mesopotamia, Egypt, India, and China (supply)? How were these resources traded within all river valley civilizations (demand)?	Students will be divided into 4 groups. Each group will be assigned to Mesopotamia, Egypt, India, or China. Groups will create a shared presentation of their assigned civilization's advancements (science, technology, intellectual, and art). The presentation will provide a description of the advancement and how it helped the civilization advance. Students will create artifacts that represent the advancements that will be used on an in-class trading day. Students will consider the location (ease of trade and protection from attacks), influence	1 block

		on culture, and the economic advantage of trading the items they created.	
4	What are the pros/cons of each of China's ancient philosophies (Legalism, Confucianism, and Daoism)?	Students will create a script (and/or podcast) that debates one of the 3 Chinese philosophies (Legalism, Confucianism, Daoism). The debate should include a claim + evidence persuading that their chosen philosophy is best for the emperor to rule with. This can be completed in groups or by individual students.	½ block
Engaging Scenario		Ancient Civilization Travel Advertisement	2-3 blocks

Unit 2: Classical Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Classical Civilizations

Length of Unit: 9 weeks

Overview of Unit: Students will discover how geography contributed to the diverse government systems that thrived in Greece and to the rise and fall of Greece and Rome. They will learn some of the components of direct and representative democracy that developed during Greece and Rome. Students will also learn about the art, mythology, literature, and philosophy that affected the culture in both Greece and Rome.

Unit 2 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***How did the different government structures evolve in ancient and classical Greece and Rome and how did it affect individuals and groups within society?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Supporting Standards for unit:

- 6-8.WH.3.CC.A Analyze the rise and fall of classical civilizations to determine their significance to future societies.
- 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- 6-8.WH.2.GS.A Explain the origins, functions, and structure of monarchies, theocracies, city-states, empires and dynasties.
- 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations.

- 6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.
- 6-8.WH.3.GS.C Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
- 6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations.
- 6-8.WH.4.GS.B Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.
- 6-8.WH.3.G.A Explain the significance of physical geography to the development of classical civilizations.
- 6-8.WH.3.EC.B Explain how standardization impacts the stability of a civilization.
- 6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
- 6-8.WH.3.PC.A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations
- 6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.
- 6-8.WH.3.PC.D From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue.	3
	Analyzing

Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Essential Questions:

1. How do government structures affect individuals and groups within the ancient civilizations?

Enduring Understanding/Big Ideas:

1. Government structures impact individuals and groups in different ways.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Origin • Function • Structure • Significance • Development • Historical perspective • Analyze • Impact • Conflict • Competition • Cooperation • Stability • cause/effect • Political • Policies • Processes	• Physical geography • Mythology • Literature • Philosophy • Culture • Social order • Classical civilizations • Judaism • Christianity • Majority rule • Minority rights • Civic duty • Limited government • Due process • Rule of law • Magna Carta • Direct democracy • Representative (indirect) democracy • Separation of powers • Checks and balances • City-state

- | | |
|--|--|
| | <ul style="list-style-type: none"> • Monarchy • Theocracy • Empire • Standardization • Social group • Institution • Governmental systems • Twelve Tables • Patricians • Plebians |
|--|--|

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1-2 blocks

Tell students they are in power and taking leadership of Rome directly after Julius Caesar's assassination. They will create a speech that includes their vision and mission of their rule over the people. Think about:

- How will you gain the favor of the people?
- Religion (which one? Required or optional?)
- What democracy principles would you keep intact?

1. Rule of law
2. Majority Rule
3. Minority Rights
4. Civic Duty
5. 12 Tables (limited government and due process)
6. Representative Democracy versus Direct Democracy

- How will social classes be affected by your government?
- How important will military, art, philosophy, and literature be in your society?

This Engaging Scenario should help students answer the **Unit Compelling Question:**
How did the different government structures evolve in ancient and classical Greece and Rome and how did it affect individuals and groups within society?

Topic 1: Greece

Engaging Experience 1

Title: What are the different government structures within Ancient Greece?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying
Supporting Standard(s): 6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations. 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations.	

Detailed Description/Instructions: Students identify and create movements for each of the government systems in the different Greek city-states (monarchy, aristocracy, oligarchy, tyranny, democracy).

Engaging Experience 2

Title: What are the different types of democracy and what advantages and disadvantages does each bring?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue.	3
	Analyzing
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying
Supporting Standard(s): ● 6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty. ● 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations. ● 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. ● 6-8.WH.2.GS.A Explain the origins, functions, and structure of monarchies, theocracies, city-states, empires and dynasties.	

Detailed Description/Instructions: Pick an issue that would be relevant to the students. First, use direct democracy to vote on the issue and come to a decision. Next, with the same issue, use representative democracy to vote (pick 1 student at each table to listen to their peers and let the one representative vote by whispering in your ear). Tally up results and compare.

Discussion:

Did the representative vote the way you wanted...or the way they promised?

Did the results change?

What are advantages and disadvantages to each type of democracy?

Engaging Experience 3

Title: How did art, mythology, literature, and philosophy contribute to the culture of Ancient and Classical Greece?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing

Supporting Standard(s):

- 6-8.WH.3.PC.A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations
- 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- 6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.

Detailed Description/Instructions: Assign students part of one of the following groups (art, mythology, literature, and philosophy). For art, some examples include types of drama and columns, mythology may include belief of god/goddesses, literature can include fables and epic poems, and philosophy can include the different philosophers (Socrates, Plato, Aristotle). Give them time to research and gather information on their topic throughout the time period of Ancient Greece. Allow them to choose paper or online but design a picture and description of a different advancement during that time. Within each category, make sure there is no overlap with chosen ideas. When finished, secure to wall or place on table (different wall/table for each category) and allow students to walk around and read within the museum. Teachers may even choose to give students something to fill out as they walk around and “tour” the museum.

Engaging Experience 4

Title: What are some contributing factors to the rise and fall of Ancient/Classical Greece?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Supporting Standard(s):

- 6-8.WH.3.CC.A Analyze the rise and fall of classical civilizations to determine their significance to future societies.

Detailed Description/Instructions: Assign half of the class “rise” and half of the class “fall”. Students will come up with a newspaper headline (phrase that summarizes the main point). Headlines can be shared electronically.

Topic 2: Rome

Engaging Experience 1

Title: What are some ways the Roman Empire standardized measurements for trade throughout the empire?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Supporting Standard(s):

- 6-8.WH.3.G.A Explain the significance of physical geography to the development of classical civilizations.
- 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- 6-8.WH.3.EC.B Explain how standardization impacts the stability of a civilization.

Detailed Description/Instructions: Research ways the Roman Empire (at its greatest extent around the Mediterranean Sea) standardized measurements for trade throughout the empire (coins, length, weight, etc.)? Students can create “word art” to share these methods.

Engaging Experience 2

Title: What are the defining characteristics of majority rule, minority rights, civic duty, limited government, rule of law, and due process and how are they implemented in Rome's government?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue.	3
	Analyzing
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Supporting Standard(s):

- 6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.
- 6-8.WH.3.GS.C Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
- 6-8.WH.4.GS.B Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.

- 6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations.
- 6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- 6-8.WH.2.GS.A Explain the origins, functions, and structure of monarchies, theocracies, city-states, empires and dynasties.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Detailed Description/Instructions: Students will create a play that uses the terms majority rule, minority, rights, civic duty, limited government, rule of law, and due process. The rubric will identify how students will need to show understanding of each term by either using the narrator or characters. Can be done as individual scripts turned in for grade with optional performance or group script with required performance and no grade.

Engaging Experience 3

Title: From a historical perspective, what is the origin, structure, spread, and significant beliefs of Judaism and Christianity and how did it affect different groups within society?

Suggested Length of Time: 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify different government structures and their resulting laws and policies.	2
	Applying
Students will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue.	3
	Analyzing
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Supporting Standard(s):

- 6-8.WH.3.PC.D From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.
- 6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.
- 6-8.WH.4.PC.D Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Detailed Description/Instructions: Students create a game (Blooket, Gimkit, Kahoot, Quizlet, Quizizz) based on their research of the religions of Judaism and Christianity. Judaism should include the following categories: origins, structure, and essential beliefs. Christianity would include the categories of origin, structure, spread and significant beliefs (structure and spread will be added to during Unit 5).

Engaging Experience 4

Title: What are some contributing factors to the rise and fall of Ancient/Classical Rome?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.	3
	Analyzing
Students will identify the groups within society (social classes) and how laws and policies affected them differently.	2
	Applying

Supporting Standard(s):

- 6-8.WH.3.CC.A Analyze the rise and fall of classical civilizations to determine their significance to future societies.
- 6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.

Detailed Description/Instructions: Assign half of the class “rise” and half of the class “fall” Students will come up with a “Instagram post” (or other social media post) they would have written if they were living at that particular time during the rise and fall of Rome. Include a picture or video.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What are the different government structures within Ancient Greece?	Students identify and create movements for each of the government systems in the different Greek city-states (monarchy, aristocracy, oligarchy, tyranny, democracy).	½ block
1	What are the different types of democracy and what advantages and disadvantages does each bring?	Pick an issue that would be relevant to the students. First, use direct democracy to vote on the issue and come to a decision. Next, with the same issue, use representative democracy to vote. Tally up results and compare. Discuss after.	½ block
1	How did art, mythology, literature, and philosophy contribute to the culture of Ancient and Classical Greece?	Assign students part of one of the following groups (art, mythology, literature, and philosophy). Give them time to research and gather information on their topic throughout the time period of Ancient Greece. Then, they design a picture and description of a different advancement during that time. Gallery walk after.	1 block
1	What are some contributing factors to the rise and fall of Ancient/Classical Greece?	Assign half of the class “rise” and half of the class “fall”. Students will come up with a newspaper headline (phrase that summarizes the main point). Headlines can be shared electronically.	½ block
2	What are some ways the Roman Empire standardized measurements for	Research ways the Roman Empire (at its greatest extent around the Mediterranean Sea) standardized measurements for trade throughout the empire (coins, length, weight, etc.)?	½ block

	trade throughout the empire?	Students can create “word art” to share these methods.	
2	What are the defining characteristics of majority rule, minority rights, civic duty, limited government, rule of law, and due process and how are they implemented in Rome’s government?	Students will create a play that uses the terms majority rule, minority, rights, civic duty, limited government, rule of law, and due process. The rubric will identify how students will need to show understanding of each term by either using the narrator or characters. Can be done as individual scripts turned in for grade with optional performance or group script with required performance and no grade.	1-2 blocks
2	From a historical perspective, what is the origin, structure, spread, and significant beliefs of Judaism and Christianity and how did it affect different groups within society?	Students create a game (Blooket, Gimkit, Kahoot, Quizlet, Quizizz) based on their research of the religions of Judaism and Christianity. Judaism should include the following categories: origins, structure, and essential beliefs. Christianity would include the categories of origin, structure, spread and significant beliefs (structure and spread will be added to during Unit 5).	1 block
2	What are some contributing factors to the rise and fall of Ancient/Classical Rome?	Assign half of the class “rise” and half of the class “fall” Students will come up with a “Instagram post” (or other social media post) they would have written if they were living at that particular time during the rise and fall of Rome. Include a picture or video.	½ block
Engaging Scenario		Students consider a context wherein they are power and taking leadership of Rome directly after Julius Caesar’s	1-2 blocks

	assassination. They will create a speech that includes their vision and mission of their rule over the people.	
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Unit 3: African Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: African Civilizations

Length of Unit: 3-4 weeks

Overview of Unit: This unit will examine the culture of sub-Saharan Africa while explaining the significance of the religion of Islam throughout Africa

Unit 3 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***What were the cultures of sub-Saharan Africa like and how did trade and the spread of Islam affect them?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.
- 6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.

Supporting Standards for unit:

- 6-8.WH.4.CC.B Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.
- 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.
- 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.
- 6-8.WH.4.PC.B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

Priority Standard 6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history

Learning Targets	Webb's DOK Level
	Bloom's Level
With teacher assistance, students will select and investigate a historical event/issue and perspectives of people of ancient civilizations.	4
	Evaluating
Students will explain how the perspectives of people changed over time (historical events, ideas, geography, and technological advances).	3
	Analyzing

Priority Standard 6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and examine opportunity costs and benefits of economic decisions for civilizations.	3
	Analyzing
Given an economic situation in an ancient civilization, students will examine possible benefits and costs of the decision that was made and whether an alternative choice would have yielded a better outcome.	4
	Evaluating

Essential Questions:

1. How can a particular historical event be viewed from different perspectives of people over time?
2. What are the impacts of past economic decisions on an ancient civilization?

Enduring Understanding/Big Ideas:

1. Historical context has an impact on how people view the issues of their time.
2. Economic decisions had both positive and negative impacts on ancient civilizations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Exchange • Influence • Resources • Origin • Significant • Intellectual • Artistic • Technological • Scientific • Expansion	• Islam • Muslim • Mansa Musa • Inter-regional trade • Cultural diffusion • Trans-Saharan Caravan • Metallurgy • Arabic • Swahili • Bantu • Christianity • Mosque

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 1/2 to 1 block

Give students the scenario that they are an African trader from either Ghana, Mali, Great Zimbabwe, or Kongo. Decide:

- What goods would you have a supply of?
- What goods would be in demand?
- What beliefs would you have to share?
- What government ideas would you have to share?
- What advancements have your civilization made to share?

Create props or pictures of each. Simulate trade. Discuss how cultural diffusion worked.)

This Engaging Scenario should help students answer the **Unit Compelling Question:**
What were the cultures of sub-Saharan Africa like and how did trade and the spread of Islam affect them?

Topic 1: Religion & Trade

Engaging Experience 1

Title: What is the origin, structure, spread, and significant beliefs of the religion of Islam?

Suggested Length of Time: 1/2 to 1 block

Standards Addressed:

Priority Standard: 6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

Learning Targets	Webb's DOK Level
	Bloom's Level
With teacher assistance, students will select and investigate a historical event/issue and perspectives of people of ancient civilizations.	4
	Evaluating
Students will explain how the perspectives of people changed over time (historical events, ideas, geography, and technological advances).	3
	Analyzing
Students will explain the origin, structure, spread, and significant beliefs of Islam.	3
	Analyzing
Supporting Standard(s): 6-8.WH.4.PC.B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.	

Detailed Description/Instructions: Students will watch the [Muslim Contributions Rap](#). Inspired by the Muslim Contributions Rap, students will work in groups to create a class rap related to the impacts of Islam. Each group will be responsible for one topic related to Islam (origin, structure, spread, and significant beliefs). Groups will explain and analyze that impact of Islam by creating a portion of the class rap. Each group's work will be put together to create one class rap that covers the major impacts of Islam.

Engaging Experience 2

Title: What is the influence of trade on sub-Saharan Africa and the spread of Islam?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard:6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and examine opportunity costs and benefits of economic decisions for civilizations.	3
	Analyzing
Given an economic situation in an ancient civilization, students will examine possible benefits and costs of the decision that was made and whether an alternative choice would have yielded a better outcome.	4
	Evaluating
Students will identify where the cultures of Ghana, Mali, Great Zimbabwe and Kongo are placed on a map of Africa.	2
	Understanding
Students will show connections of the cultures listed above through trade routes identified on the map.	3
	Analyzing
Students will identify supply of trade goods and advancements that will be shared in each kingdom.	2
	Understanding
Supporting Standard(s): 6-8.WH.4.PC.B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam. 6-8.WH.4.CC.B Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.	

- 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.

Detailed Description/Instructions: Create a map that shows important routes through Africa. Include the different regions of sub-Saharan Africa (Ghana, Mali, Great Zimbabwe, and Kongo). Color coordinate and use a key. Routes should include Trans-Saharan caravan trade and the spread of Islam. Include items traded at the different areas of the Trans-Saharan trade routes.

Topic 2: Sub-Saharan Culture

Engaging Experience 1

Title: What are characteristics of the culture and advancements of Ghana, Mali, Zimbabwe, and Kongo?

Suggested Length of Time: 1-2 blocks

Standards Addressed:

Priority Standard: 6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history.

Learning Targets	Webb's DOK Level
	Bloom's Level
With teacher assistance, students will select and investigate a historical event/issue and perspectives of people of ancient civilizations.	4
	Evaluating
Students will analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.	3
	Analyzing
Students will identify scientific, technological, intellectual, and artistic advancements within the kingdoms of Ghana, Mali, Zimbabwe, and Kongo.	2
	Understanding
Supporting Standard(s): 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.	

Detailed Description/Instructions: Students will create a "Facebook" business page of a selected African Civilization (Ghana, Mali, Zimbabwe, or Kongo) and/or create status updates. Students will include written information and pictures about the culture and advancements of their selected civilization in their profile. Students will view one another's page and post comments that compare and contrast their selected civilization to one another's civilizations. Students must view and comment on all African civilizations.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What is the origin, structure, spread, and significant beliefs of the religion of Islam?	Muslim Contribution Rap: Students will watch the Muslim Contributions Rap . Inspired by the Muslim Contributions Rap, students will work in groups to create a class rap related to the impacts of Islam. Each group will be responsible for one topic related to Islam (origin, structure, spread, and significant beliefs). Groups will explain and analyze that impact of Islam by creating a portion of the class rap. Each group's work will be put together to create one class rap that covers the major impacts of Islam.	½ to 1 block
1	What is the influence of trade on sub-Saharan Africa and the spread of Islam?	Trade Routes Map: Create a map that shows important routes through Africa. Include the different regions of sub-Saharan Africa (Ghana, Mali, Great Zimbabwe, and Kongo). Color coordinate and use a key. Routes should include Trans-Saharan caravan trade and the spread of Islam. Include items traded at the different areas of the Trans-Saharan trade routes.	½ block
2	What are characteristics of the culture and advancements of Ghana, Mali, Zimbabwe, and Kongo?	Facebook Profile: Students will create a "Facebook" business page of a selected African Civilization (Ghana, Mali, Zimbabwe, or Kongo) and/or create status updates. Students will include written information and pictures about the culture and advancements of their selected civilization in their profile. Students will view one another's page and post comments that compare and contrast their selected civilization to one another's civilizations. Students must view and comment on all African civilizations.	2 blocks

Engaging Scenario	Give students the scenario that they are an African trader from either Ghana, Mali, Great Zimbabwe, or Kongo.	½ to 1 block
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Unit 4: Mesoamerican and Andean South American Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Mesoamerican and Andean South American Civilizations

Length of Unit: 4 weeks

Overview of Unit: Through extensive comparison, this unit will analyze the interrelationships among the Mayan, Incan, and Aztec civilizations.

Unit 4 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question: ***How are the G.R.A.P.E.S (geography, religion, advancements, politics, economy, social class) similar and different within the Maya, Aztec, and Inca civilizations?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Supporting Standards for unit:

- 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.
- 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing

Essential Questions:

1. What can artifacts and sources tell us about an ancient culture?

Enduring Understanding/Big Ideas:

1. Artifacts and sources can represent a society's or culture's beliefs, values, and perspectives of their time.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Artifact	• Meso-America • Andean South America • Maya • Inca • Aztec • Polytheism • Quipu • Slash and Burn • Chinampas • Terrace • Steles • Irrigation • Polytheism • Maize (corn) • Tribute

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2-3 blocks

Civilization Hunters: Students will be divided into groups in which they will be assigned (Mayan, Incan, or Aztec civilization.) Each student will create a multimedia presentation that focuses on his or her assigned civilization. The presentation will feature the unique characteristics of the civilization compared to the other two. Students will present their creations to a panel in a format similar to the HGTV show "House Hunters."

This Engaging Scenario should help students answer the **Unit Compelling Question:** *How are the G.R.A.P.E.S (geography, religion, advancements, politics, economy, social class) similar and different within the Maya, Aztec, and Inca civilizations?*

Topic 1: Maya Civilization

Engaging Experience 1

Title: What are the key locations of agricultural products and methods within the Mayan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will add the region of Maya civilization to a map.	1
	Understanding
Students will create a legend to identify the agricultural products grown there in that region.	4
	Creating
Students will identify the agricultural method of the Mayan civilization and include it on the map/legend.	2
	Understanding
Supporting Standard(s): 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Mayan civilization.

Engaging Experience 2

Title: What are the scientific, technological, intellectual, and artistic advancements of the Mayan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Mayan civilization.	4
	Creating
Supporting Standard(s): 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Mayan civilization.

Engaging Experience 3

Title: What is the impact of the social class structure on the government of the Mayan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify the social class structure of the Mayans.	2
	Understanding
Students will describe the government of the Mayan civilization.	3
	Analyzing
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Mayan civilization.

Engaging Experience 4

Title: How does religion influence the government and culture of the Mayan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify how Mayan government and culture was influenced by religion.	2
	Understanding
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Mayan civilization.

Topic 2: Inca Civilization

Engaging Experience 1

Title: What are the key locations of agricultural products and methods within the Incan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will add the region of Inca civilization to a map.	1
	Understanding
Students will create a legend to identify the agricultural products grown there in that region.	4
	Create
Students will identify the agricultural method of the Incan civilization and include it on the map/legend.	2
	Understanding
Supporting Standard(s): 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Incan civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan civilization.

Engaging Experience 2

Title: What are the scientific, technological, intellectual, and artistic advancements of the Incan civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Incan civilization.	4
	Creating
Supporting Standard(s): 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Incan civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan civilization.

Engaging Experience 3

Title: What is the impact of the social class structure on the government of the Inca civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard:6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify the social class structure of the Inca.	2
	Understanding
Students will describe the government of the Inca civilization.	3
	Analyzing
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Incan civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan civilization.

Engaging Experience 4

Title: How does religion influence the government and culture of the Inca civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify how the Incan government and culture was influenced by religion.	2
	Understanding
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Incan civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan civilization.

Topic 3: Aztec Civilization

Engaging Experience 1

Title: What are the key locations of agricultural products and methods within the Aztec civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will add the region of Aztec civilization to the previous map.	1
	Understanding
Students will create a legend to identify the agricultural products grown there in that region.	4
	Creating
Students will identify the agricultural method of the Aztec civilization and include it on the map/legend.	2
	Understanding
Supporting Standard(s): 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Aztec civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan and Incan civilizations.

Engaging Experience 2

Title: What are the scientific, technological, intellectual, and artistic advancements of the Aztec civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Aztec civilization.	4
	Creating
Supporting Standard(s): 6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations. 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Aztec civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan and Incan civilizations.

Engaging Experience 3

Title: What is the impact of the social class structure on the government of the Aztec civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard: 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify the social class structure of the Aztec.	2
	Understanding
Students will describe the government of the Aztec civilization.	3
	Analyzing
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Aztec civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan and Incan civilization.

Engaging Experience 4

Title: How does religion influence the government and culture of the Aztec civilization?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will define and describe primary and secondary sources to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will define and describe artifacts to help them investigate, interpret, and draw conclusions about a culture's point of view.	3
	Analyzing
Students will identify how the Aztec government and culture was influenced by religion.	2
	Understanding
Supporting Standard(s): ● 6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America. ● 6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Aztec civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan and Incan civilizations.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What are the key locations of agricultural products and methods within the Mayan civilization?	Agricultural Map: Students will create a map which shows the location and key agricultural products and methods of the Mayan civilization.	½ block
1	What are the scientific, technological, intellectual, and artistic advancements of the Mayan civilization?	Advancements Comparison Matrix: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Mayan civilization.	½ block
1	What is the impact of the social class structure on the government of the Mayan civilization?	Students will create an infographic that shows the social class structure and provides a description of the government of the Mayan civilization.	½ block
1	How does religion influence the government and culture of the Mayan civilization?	Religion Skit: Students will write and perform a skit that shows how religion influenced the government and culture of the Mayan civilization.	½ block
2	What are the key locations of	Agricultural Map: Students will create a map which shows the location and key	½ block

	agricultural products and methods within the Incan civilization?	agricultural products and methods of the Incan civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan civilization.	
2	What are the scientific, technological, intellectual, and artistic advancements of the Inca civilization?	Advancements Comparison Matrix: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Incan civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan civilization.	½ block
2	What is the impact of the social class structure on the government of the Incan civilization?	Government Infographic: Students will create an infographic that shows the social class structure and provides a description of the government of the Incan civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan civilization.	½ block
2	How does religion influence the government and culture of the Incan civilization?	Religion Skit: Students will write and perform a skit that shows how religion influenced the government and culture of the Incan civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan civilization.	½ block
3	What are the key locations of agricultural products and methods within the Aztec civilization?	Agricultural Map: Students will create a map which shows the location and key agricultural products and methods of the Aztec civilization. This information will be added to the Topic 1 engaging experience 2 for the Mayan and Incan civilizations.	½ block
3	What are the scientific,	Advancements Comparison Matrix: Students will complete a comparison matrix of the	½ block

	technological, intellectual, and artistic advancements of the Aztec civilization?	scientific, technological, intellectual, and artistic advancements of the Aztec civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan and Incan civilizations.	
3	What is the impact of the social class structure on the government of the Aztec civilization?	Government Infographic: Students will create an infographic that shows the social class structure and provides a description of the government of the Aztec civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan and Incan civilization.	½ block
3	How does religion influence the government and culture of the Aztec civilization?	Religion Skit: Students will write and perform a skit that shows how religion influenced the government and culture of the Aztec civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan and Incan civilizations.	½ block
Engaging Scenario		Civilization Hunters	2-3 blocks

Unit 5: Feudal Kingdoms in Europe and Japan

Subject: Social Studies

Grade: 6

Name of Unit: Feudal Kingdoms in Europe and Japan

Length of Unit: 4-5 weeks

Overview of Unit: Students will identify the reason Feudalism emerged and the social structure that outlined it. They will later use resources like the Magna Carta to determine how the rule of law was applied. Students will identify how the Crusades and Black Death affected the culture of Europe during the Middle Ages.

Unit 5 Compelling Question

Using an inquiry lens, students' learning throughout this unit will culminate in answering the question ***How did Feudalism emerge and affect the social structure, religion, and government systems within Medieval Europe and Feudal Japan?***

The unit's **Engaging Scenario** asks students to respond to this question through an authentic, rigorous performance event. The unit **Topics** and related **Engaging Experiences** provide them with the tools and learning they need to effectively craft and support their compelling question answers.

Priority Standards for unit:

- 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.
- 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

Supporting Standards for unit:

- 6-8.WH.4.CC.A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.
- 6-8.WH.4.CC.C Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.
- 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.

- 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.
- 6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

Priority Standard 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate between historical eras in a chronological sequence.	3
	Analyzing
Students will use or create various types of timelines, diagrams, or primary/secondary sources to analyze events in world history.	4
	Creating
Using a chronological understanding, students will interpret how historical civilizations interacted with or impacted each other.	2
	Applying

Priority Standard 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and connect issues (political, environmental, socioeconomic, and/or cultural) in the ancient past and compare it to a contemporary issue.	4
	Evaluating

Students will gather and cite evidence to support the claim of how the issues are connected.	3
	Analyzing

Priority Standard 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a problem in ancient history and determine the causes.	2
	Applying
Students will identify how a problem is solved in ancient history and identify the consequences.	3
	Analyzing
Students will analyze the challenges and opportunities of those addressing a problem in ancient society.	3
	Analyzing

Essential Questions:

1. What is the value of using historical tools to understand ancient history?
2. How does ancient history impact the modern era?
3. What challenges and opportunities arise when solving a problem within an ancient civilization?

Enduring Understanding/Big Ideas:

1. Historical tools help us understand and interpret the order of key events in ancient history.
2. Gathering evidence from the past can help us understand present day issues.
3. Given solutions to problems within an ancient civilization, there are many challenges and opportunities that present themselves.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
• Chronological	• Feudalism • Black Death • Crusades • Rule of law • Limited government • Due process • Christianity • Magna Carta • Vassal • Lord • Serf • Emperor • Daimyo • Shogun • Warlord • Social class system • Roman Catholic church

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product, or performance.

Engaging Scenario 2-3 blocks

Social Media: Students will choose a social class within the European or Japanese Feudal social structure. From that perspective, they will become Social Media Specialists and report their experiences. Teachers can choose a social media platform for students to utilize (blog, mock-twitter, discussion board, mock-Facebook, etc.). The time period will need to be during feudal times prior to 1450. It will need to fulfill the assigned number of entries and apply learned objectives.

This Engaging Scenario should help students answer the **Unit Compelling Question:** ***How did Feudalism emerge and affect the social structure, religion, and government systems within Medieval Europe and Feudal Japan?***

Topic 1: Japan

Engaging Experience 1

Title: What does each level of the social classes look like in Feudal Japan and how was each level of structure necessary for the system of feudalism?

Suggested Length of Time: ½ to 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a problem in ancient history and determine the causes.	2
	Applying
Students will identify how a problem is solved in ancient history and identify the consequences.	3
	Analyzing

Priority Standard 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and connect issues (political, environmental, socioeconomic, and/or cultural) in the ancient past and compare it to a contemporary issue.	4
	Evaluating

Students will gather and cite evidence to support the claim of how the issues are connected.

3

Analyzing

Supporting Standard(s):

- 6-8.WH.4.CC.A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.
- 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.
- 6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

Detailed Description/Instructions: Divide the class into the 4 levels of social classes for Feudal Japan. Students will argue why their role as that social class is necessary to the system of Feudalism. After presenting to the class, the class will decide if the system could have existed without one of the levels as it was.

Topic 2: Europe

Engaging Experience 1

Title: What does each level of the social classes look like in Medieval Europe and how was each level of structure necessary for the system of feudalism?

Suggested Length of Time: ½ to 1 block

Standards Addressed:

Priority Standard 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a problem in ancient history and determine the causes.	2
	Applying
Students will identify how a problem is solved in ancient history and identify the consequences.	3
	Analyzing

Priority Standard 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and connect issues (political, environmental, socioeconomic, and/or cultural) in the ancient past and compare it to a contemporary issue.	4
	Evaluating

Students will gather and cite evidence to support the claim of how the issues are connected.	3
	Analyzing
Supporting Standard(s): ● 6-8.WH.4.CC.A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan. ● 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies. ● 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society. ● 6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.	

Detailed Description/Instructions: Divide the class into the 4 levels of social classes for Medieval Europe. Students will argue why their role as that social class is necessary to the system of Feudalism. After presenting to the class, the class will decide if the system could have existed without one of the levels as it was.

Engaging Experience 2

Title: How did the Crusades and Black Death affect the society within Medieval Europe?

Suggested Length of Time: 2 blocks

Standards Addressed:

Priority Standard 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate between the historical events within Medieval Times in a historical sequence.	3
	Analyzing
Students will create a timeline to analyze the Crusades and Black Death in world history.	4
	Creating
Using a chronological understanding, students will interpret how the Crusades and Black death interacted with or impacted themselves and other civilizations.	2
	Applying

Priority Standard 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify the problems associated with the Crusades and determine the causes.	2
	Applying

Students will identify the problems associated with the Black Death and determine the causes.	2
	Applying
Given the problems identified with the Crusades and Black Death, students will identify the consequences and impact on the different cultures.	3
	Analyzing

Priority Standard 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify and connect issues (political, environmental, socioeconomic, and/or cultural) in the ancient past and compare it to a contemporary issue.	4
	Evaluating
Students will gather and cite evidence to support the claim of how the issues are connected.	3
	Analyzing
Supporting Standard(s): 6-8.WH.4.CC.C Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa. 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies. 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.	

Detailed Description/Instructions: Create an online timeline that adds descriptions and pictures of important events in relationship to the Crusades and Black Death. Follow with a discussion that addresses the impact of these events on medieval society.

Engaging Experience 3

Title: Government Meme: What processes were added to the government system in Medieval Europe to provide rights and protect the needs of the people?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify a problem in ancient history and determine the causes.	2
	Applying
Students will identify how a problem is solved in ancient history and identify the consequences. (Magna Carta, limited government, and due process)	3
	Analyzing
Students will analyze the challenges and opportunities of those addressing a problem in ancient society.	3
	Analyzing

Supporting Standard(s):

- 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.

Detailed Description/Instructions: Create a meme that shows how the rule of law relates to the Magna Carta, limited government, and due process within the time period of Medieval Europe.

Engaging Experience 4

Title: The Structure and Spread of Christianity: How important was the Catholic Church to medieval structure and how did Christianity grow and spread to other parts of the world?

Suggested Length of Time: ½ block

Standards Addressed:

Priority Standard 6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will differentiate between historical eras in a chronological sequence.	3
	Analyzing
Students will create a map showing the spread of Christianity.	4
	Creating
Students will interpret how each level of the Roman Catholic Church interacted with or impacted each other (power of each level and power within society of Europe).	2
	Applying

Priority Standard 6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.

Learning Targets	Webb's DOK Level
	Bloom's Level

Students will identify the ways the Roman Catholic Church controlled different aspects of life (political, environmental, socioeconomic, and/or cultural) in Medieval times and compare it to the impact of the Roman Catholic Church in those same ways today.	4
	Evaluating
Students will gather and cite evidence to support the claim that the Roman Catholic Church was very powerful within society in Medieval times.	3
	Analyzing
Supporting Standard(s): 6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies. 6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies. 6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.	

Detailed Description/Instructions: Create a pyramid of the structure of the Roman Catholic Church, involving pictures and description. Create a map showing the spread of Christianity through the different regions in the world up to 1450.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	What does each level of the social classes look like in Feudal Japan and how was each level of structure necessary for the system of feudalism?	Social Structure Pyramid: Divide the class into the 4 levels of social classes for Feudal Japan. Students will argue why their role as that social class is necessary to the system of Feudalism. After presenting to the class, the class will decide if the system could have existed without one of the levels as it was.	½ to 1 block
2	What does each level of the social classes look like in Medieval Europe and how was each level of structure necessary for the system of feudalism?	Social Structure Pyramid: Divide the class into the 4 levels of social classes for Medieval Europe. Students will argue why their role as that social class is necessary to the system of Feudalism. After presenting to the class, the class will decide if the system could have existed without one of the levels as it was.	½ to one block
2	How did the Crusades and Black Death affect the society within Medieval Europe?	Timeline over Crusades and Black Death: Create an online timeline that adds descriptions and pictures of important events in relationship to the Crusades and Black Death. Follow with a discussion that addresses the impact of these events on medieval society.	2 blocks
2	What processes were added to the government system in Medieval Europe to provide rights	Government Meme: Create a meme that shows how the rule of law relates to the Magna Carta, limited government, and due process within the time period of Medieval Europe.	½ block

	and protect the needs of the people?		
2	The Structure and Spread of Christianity: How important was the Catholic Church to medieval structure and how did Christianity grow and spread to other parts of the world?	The Structure and Spread of Christianity: Create a pyramid of the structure of the Roman Catholic Church, involving pictures and description. Create a map showing the spread of Christianity through the different regions in the world up to 1450	½ block
Engaging Scenario		Social Media: Students will choose a social class within the European or Japanese Feudal social structure. From that perspective, they will become Social Media Specialists and report their experiences.	2-3 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.