

CURRICULUM

SOCIAL STUDIES

GRADE 6

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:  
**Social Studies**  
**Grade 6**

Date of Board Adoption:  
**September 20, 2022**

## RAHWAY PUBLIC SCHOOLS CURRICULUM

Social Studies: Grade 6

### ***PACING GUIDE***

Unit	Title	Pacing
1	Introduction to Geography, Early Humans, and the Agricultural Revolution: (Mesopotamia/Fertile Crescent)	10 weeks
2	Ancient Egypt, the Kingdom of Kush, and the Israelites	10 weeks
3	The Ancient Greeks and Romans	10 weeks
4	Ancient India and China	10 weeks

## *ACCOMMODATIONS*

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Quiet corner or room to calm down and relax when anxious.</li> <li>• Reduction of distractions.</li> <li>• Permit answers to be dictated.</li> <li>• Hands-on activities.</li> <li>• Use of manipulatives.</li> <li>• Assign preferential seating.</li> <li>• No penalty for spelling errors or sloppy handwriting.</li> <li>• Follow a routine/schedule.</li> <li>• Provide student with rest breaks.</li> <li>• Use verbal and visual cues regarding directions and staying on task.</li> <li>• Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>• Provide extra visual and verbal cues and prompts.</li> <li>• Provide links to audio files and utilize video clips.</li> <li>• Provide graphic organizers and/or checklists.</li> <li>• Provide modified rubrics.</li> <li>• Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>• Provide students with additional information to supplement notes.</li> <li>• Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Provide shorter writing assignments.</li> <li>• Provide sentence starters.</li> <li>• Utilize small group instruction.</li> <li>• Utilize Think-Pair-Share structure.</li> <li>• Check for understanding frequently.</li> <li>• Have student restate information.</li> <li>• Support auditory presentations with visuals.</li> <li>• Provide study sheets and teacher outlines prior to assessments.</li> <li>• Use of manipulatives.</li> <li>• Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>• Assign appropriate roles in collaborative work.</li> <li>• Assign preferential seating.</li> <li>• Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Offer students additional texts with higher lexile levels.</li> <li>• Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>• Allow for independent reading, research, and projects.</li> <li>• Accelerate or compact the curriculum.</li> <li>• Offer higher-level thinking questions for deeper analysis.</li> <li>• Offer more rigorous materials/tasks/prompts.</li> <li>• Increase number and complexity of sources.</li> <li>• Assign group research and presentations to teach the class.</li> <li>• Assign/allow for leadership roles during collaborative work and in other learning activities.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>• Provide extended time.</li> <li>• Assign preferential seating.</li> <li>• Assign peer buddy who the student can work with.</li> <li>• Check for understanding frequently.</li> <li>• Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>• Have student repeat directions.</li> <li>• Make vocabulary words available during classwork and exams.</li> <li>• Use study guides/checklists to organize information.</li> <li>• Repeat directions.</li> <li>• Increase one-on-one conferencing.</li> <li>• Allow student to listen to an audio version of the text.</li> <li>• Give directions in small, distinct steps.</li> <li>• Allow copying from paper/book.</li> <li>• Give student a copy of the class notes.</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide written and oral instructions.</li> <li>• Differentiate reading levels of texts (e.g., Newsela).</li> <li>• Shorten assignments.</li> <li>• Read directions aloud to student.</li> <li>• Give oral clues or prompts.</li> <li>• Record or type assignments.</li> <li>• Adapt worksheets/packets.</li> <li>• Create alternate assignments.</li> <li>• Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.</li> <li>• Allow student to resubmit assignments.</li> <li>• Use small group instruction.</li> <li>• Simplify language.</li> <li>• Provide scaffolded vocabulary and vocabulary lists.</li> <li>• Demonstrate concepts possibly through the use of visuals.</li> <li>• Use manipulatives.</li> <li>• Emphasize critical information by highlighting it for the student.</li> <li>• Use graphic organizers.</li> <li>• Pre-teach or pre-view vocabulary.</li> <li>• Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.</li> <li>• Provide audio versions of the textbooks.</li> <li>• Highlight textbooks/study guides.</li> <li>• Use supplementary materials.</li> <li>• Give assistance in note taking</li> <li>• Use adapted/modified textbooks.</li> <li>• Allow use of computer/word processor.</li> <li>• Allow student to answer orally, give extended time (time-and-a-half).</li> <li>• Allow tests to be given in a separate location (with the ESL teacher).</li> <li>• Allow additional time to complete assignments and/or assessments.</li> <li>• Read question to student to clarify.</li> <li>• Provide a definition or synonym for words on a test that do not impact the validity of the exam.</li> <li>• Modify the format of assessments.</li> <li>• Shorten test length or require only selected test items.</li> <li>• Create alternative assessments.</li> <li>• On an exam other than a spelling test, don't take points off for spelling errors.</li> </ul>
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## ***UNIT OVERVIEW***

**Content Area:** Social Studies

**Unit Title:** Introduction to Geography, Early Humans, and the Agricultural Revolution:  
(Mesopotamia/Fertile Crescent)

**Target Course/Grade Level:** Social Studies- Grade 6

**Unit Summary:** Students will become familiar with the use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. Students will learn that investigating people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Students will analyze and question how location, region, place, migration, as well as human and physical systems played a role in early human life, the development of early civilizations, such as Mesopotamia, and the development of early human interactions, which ultimately led to changes, such as the Agricultural Revolution.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

### **NJ Student Learning Standards:**

#### **Social Studies:**

- 6.2.8.GeoPP.1.a:** Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies
- 6.2.8.GeoPP.1.b:** Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas
- 6.2.8.GeoPP.1.a:** Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies
- 6.2.8.GeoPP.1.b:** Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas
- 6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- 6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations
- 6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b:** Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c:** Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d:** Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.



- 6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records
- 6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- 6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)

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

- 9.1.8.CR.3:** Relate the importance of consumer, business, and government responsibility to the economy and personal finance
- 9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.2.CAP.1:** Different types of jobs require different knowledge and skills. Make a list of different types of jobs and describe the skills associated with each job

#### **Interdisciplinary Connections and Standards:**

##### **Computer Science and Design Thinking**

- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- 8.2.8.ITH.4:** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.

##### **Visual and Performing Arts**

- 1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.

#### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit Understandings:

*Students will understand that...*

- “Culture” refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together for a group of people.
- That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- Concepts such as: location, region, place, migration, as well as human and physical systems
- Individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.
- How culture influences the ways in which human groups solve the problems of daily living.
- That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and society.
- The economic gains that result from specialization and exchange as well as the trade-off.
- Humans make modifications to the environment.
- Concepts such as: cultural norms, status, role, socialization, competition, cooperation, conflict, race, ethnicity, and gender

## Unit Essential Questions:

### Early Humans:

- How do people adapt to their environment?
- How did nomadic people use their natural resources available to them for food, housing, and clothing?
- Where has prehistoric art been found?
- What is the importance of domesticate, slash-and-burn, agriculture, and irrigation?
- How did agriculture change the way people lived together?
- How did the end of the Ice Age affect the way people lived?
- In what geographical regions did farming develop in Asia, Africa, and the Americas?
- How were government and religion important to ruling populations?
- Why did surplus lead to the growth of trade?
- How does its inhabitant's way of life indicate that Catal Huyuk was a complex village?
- How did specialization help to establish social classes?
- Which animals were domesticated in Asia and South America first?

### Ancient Mesopotamia:

- Why did people settle in Mesopotamia?
- What did the Tigris and Euphrates rivers provide for ancient Mesopotamians?
- How did Mesopotamian farmers obtain the right amount of water for their crops?
- How did Mesopotamians change their environment to deal with geographic challenges?
- Why are food surpluses necessary for civilization to develop?
- What did people in Sumer think their gods were like?
- How did warfare change the government in Sumer?
- What tools and inventions were important in Sumer?
- How did writing evolve in Sumer?
- Why do historians identify the beginning of history with the beginning of writing?
- Which invention or technology during the rise of Mesopotamia do you think was the most important? Explain why.
- Explain the importance of Hammurabi's Code of Law.
- Which empires gained control of the Fertile Crescent?
- What tactics did the Assyrians use to defeat their enemies?



- How did the Assyrians maintain control of their lands?
- How did Cyrus treat the Hebrew people in the lands he captured?
- In what ways did the Royal Road and minted coins help Darius unite the empire?
- How did specialization help to establish social classes?

### Knowledge and Skills:

*Students will know...*

- **Key Terms:** prehistory(prehistoric), hunter-gatherers, migration, religion, nomad, technology, domesticate, slash-and-burn, sedentary, surplus, specialization and agriculture, barter, silt, irrigation, surplus, religion, nomad, technology, domesticate, irrigation, slash-and-burn, sedentary, specialization, agriculture, barter, city-states, polytheism, ziggurat, cuneiform, scribes, epic
- **Key Places:** Africa, Euphrates River, Tigris River, Fertile Crescent, Mesopotamia
- That early humans created the first tools and today technology continues to improve our lives and help us survive.
- That hunter-gatherers were nomads.
- That fire and tools improved lives.
- Early human life was dictated and dependent on nature; such as weather, access to animals to hunt, and wild plants.
- After the Ice Age, humans began to domesticate animals and plant crops.
- As people learned to be better farmers, farming villages developed.
- That farming developed independently in many parts of the world.
- That farming led to a great increase in the human population.
- That today people depend on agriculture for their food.
- As societies became more complex, there was an increased need for rules and regulations.

*Students will be able to...*

- Compare and contrast nomadic life to sedentism
- Describe which invention in Mesopotamia was the most important?
- Explain the importance of Hammurabi's Code of Law.
- Compare and contrast Hammurabi's Code to our present day law system.
- Describe how fire changed the course of human existence.
- Describe how a surplus impacts a community in terms of jobs, religion, community organization, and community roles.
- Identify and describe the social structure of Ancient Mesopotamia.
- Identify the role of the family unit in Ancient Mesopotamia.
- Compare and contrast a "band" to a "family".
- Recognize and document the advantages and disadvantages of a society controlled by religion and government.
- Identify what ties a community together in Ancient times as well as the present.
- Identify the ways in which the Assyrians and the Chaldeans alike.
- Describe the limitations of a system of exchange based on barter



## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Anticipatory Sets
- Quizzes/Tests
- Homework
- Class Discussions
- Essays
- Map work
- QUIZZZ online assessments
- End of unit assessment
- Document-Based Questions

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Responses to Interactive Whiteboard Activities (Venn Diagram comparing and contrasting Paleolithic Time and the Ice Ages)
- Whiteboard drag-and-drop activity: Paleolithic Nomads
- Reflective journal writing
- Think-Pair-Share activities
- McGraw Hill online and paper version of Lesson Reviews
- Analyzing maps and timelines (Place & Time: Early Humans 8000 B.C. to 2000 B.C.)
- Web based interactive Hyperdoc lessons
- Chapter Activities and Assessment
- Analyzing Bar and Line graphs outlining population, migration and density patterns in early civilizations
- Hyperdoc online interactive assignments
- Flipgrid recordings
- Create a travel brochure online or on paper
- Infographic slideshow
- Document Based Question based on an artifact

## RESOURCES

### Teacher Resources:

[6th Grade: Unit 1 Teacher Resources](#)

- [Introduction to Geography](#)

- [Early Humans](#)
- [Fertile Crescent](#)

#### Equipment Needed:

- Projector
- Laptops
- Speakers
- Maps
- Whiteboard

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Target Course/Grade Level:** Social Studies- Grade 6

**Unit Summary:** Ancient Egypt, the Kingdom of Kush, and the Israelites

**Unit Summary:** Students will begin by learning the significance of the geography of north-eastern Africa and the Middle East, which played a vital role in the success of Ancient Egypt, Kush, and the Israelites. Next, students will take a look at the culture of each society by analyzing the social class system, government, key leaders, and agricultural techniques. Students will further their studies by examining key technological and societal advancements such as the creation of stone structures, burial practices, jewelry, daily life, writing system, and a religious belief system. Students will thoroughly investigate the societal organization of each society and its interactions with nearby cultures and groups of people.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social Studies:**

- 6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China) . **(AAH)**
- 6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. **(AAH)**
- 6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.HistoryCC.1.a:** Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
- 6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline **(AAH)**
- 6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. **(AAH)**
- 6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures **(AAH)**



- 6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations. **(AAH)**
- 6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

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

- 9.1.2.CAP.1:** Different types of jobs require different knowledge and skills. Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.12.CAP.14:** Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.8.IML.1:** Critically curate multiple resources to assess the credibility of sources when searching for information.

**Interdisciplinary Connections and Standards:**

**Computer Science and Design Thinking:**

- 8.2.2.ETW.2:** Identify the natural resources needed to create a product.
- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- 8.2.8.ITH.4:** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

**Visual and Performing Arts**

- 1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- 1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

**NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Unit Understandings: (AAH)

*Students will understand that...*

- **Key Terms:** Empire, golden age, cataract, delta, silt, fertile, barren, scribe, pharaoh, slave, hieroglyphs, papyrus, afterlife, astronomy, embalm, mummy, dynasty, pyramids, obelisk, Ramses II, Hebrew, deed, Abraham, Judaism, exodus, the Ten Commandments, Moses, monotheism, Messiah, prophets, Hebrew, s, covenant, Torah, proverbs, synagogues, Sabbath, kosher, Diaspora, rabbis, Seder, Zealots
- The beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- Humans make modifications to the environment.
- Institutions may promote or undermine social conformity.
- Groups and institutions influence culture in a variety of ways.
- Society often turns to science and technology to solve problems.
- Science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- Science and technology have changed peoples' perceptions of the social and natural world, as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

### Unit Essential Questions:

#### Ancient Egypt (AAH)

- How does geography influence the way people live?
- How did new agricultural techniques make the Egyptians more prosperous?
- Why did Egypt develop along the Nile?
- How were captured slaves, such as the Hebrews, treated by the Egyptians and what were their purpose and accomplishments?
- How did trade along the Nile come about?
- How did irrigation canals expand farmland in Egypt?
- How did the climate affect the daily lives of Egyptians?
- What types of jobs did Egyptians hold?
- What was the function of hieroglyphics?
- Why were Egyptian discoveries in astronomy and medicine important?
- How did the Nile affect the Egyptians' view of the afterlife?
- What was the purpose of the pyramids?
- Why wasn't religion and government NOT separated in ancient Egypt?
- What group was able to conquer Egypt during the Middle Kingdom?
- Describe the life of a Hebrew slave in ancient Egypt?
- Why did Akhenaton try to change the way Egyptians worshiped?
- Why was the government of Egypt stable under Ramses II?
- Explain the relationship between the animals of the Nile River, Sahara Desert and the Egyptians religion, laws and beliefs.
- How did Egyptian farmers use the Nile to expand their farmland?
- What are the characteristics of the hieroglyphic system?



### Kush (AAH)

- How did new agricultural techniques make African civilizations more prosperous?
- How did the civilizations of Nubia, including the kingdom of Kush develop?
- Describe the rise and fall of Aksum on the horn of Africa.
- What climate exists in the eastern part of Africa from the Horn of Africa northward?
- How do you think a desert climate affects the location of major civilizations in these areas of Africa?
- What event marked the end of the Kushite kingdom based in Napata?
- How was the Nile important to the relationship between Nubia and Egypt?
- What was the most important achievement of Piankhi's rule?
- Why did the people of Meroe learn to smelt iron?
- What cultural influences did the Aksum civilization reflect?
- How did Aksum develop?
- What were the typical inscriptions on Aksum pillars and what did they mean?
- What kind of structures were built in Aksum, and what purpose did they serve?
- In what ways did the adoption of Christianity as the official religion affect the culture of Aksum?
- Describe the history of the Bantu migrations.
- In what ways do the people of West Africa support themselves and their families?
- Why did people living on the plains of central Africa practice herding?
- Why was the migration of the Bantu speakers so slow?
- How did the geography of this region make it difficult for African people to travel and communicate?

### Israelites

- How do religions develop?
- What are the characteristics of a leader?
- How does religion shape society?
- Why does conflict develop?
- What did the 'promised land' mean to Hebrews?
- Why did the judges lead the Israelites to Canaan

### **Knowledge and Skills: (AAH)**

*Students will know...*

- **Key Terms:** Ramses II, Pharaoh, King Tut, Nefertiti, empire, golden age, cataract, delta, silt, fertile, barren, scribe, pharaoh, slave, hieroglyphs, papyrus, afterlife, astronomy, embalm, mummy, dynasty, pyramids, obelisk, Ramses II, Hebrew, deed, Judaism, exodus, the Ten Commandments, Moses, monotheism, Messiah, prophets, Hebrews, covenant, Torah, proverbs, synagogues, Sabbath, kosher, Diaspora, rabbis, Seder
- **Key Places:** Africa, Nile River, Sahara Desert, Asia, Blue and White Nile Rivers, Saharan Africa
- Mediterranean Sea, Red Sea, Canaan, Israel, Egypt, Jesus, Hebrews, Zealots, Abraham
- That science today points to Africa and Asia as some of the earliest traces of human habitation in the world.
- Egyptians developed a complex society with many different jobs and social roles.
- Egyptian society was made into a hierarchy pyramid with nobility at the top and slaves at the bottom.
- Slaves were often made up of other nationalities and tribes from Hebrews to natives from Central Africa.
- Floods and droughts regulated all life in the Nile River basin.
- Egyptians did not have climate seasons but river seasons (Spring-floods, Summer-planting, Autumn-tending, Winter-harvesting)

- The Nile provided life to all humans, plants, and animals in Egypt.
- The Egyptians believed in the afterlife and had a complex religion.
- Royal families of Egypt are called dynasties.
- Egypt was a very powerful trading kingdom due to its excellent geographic location.
- Climate either affected crops in Egypt positively or negatively.
- Early humans created the first tools and today technology continues to improve our lives and help us survive.
- Summarize the development of human civilization in west, central, and southern Africa.
- The Hebrews believed in ONE God.
- The difference between polytheism and monotheism.
- Hebrews followed their code of laws - the Ten Commandments.

*Students will be able to...(AAH)*

- Identify the locations and migrations of early Egyptian trade routes to other parts of Africa, Europe and Asia.
- Create a social pyramid of the Egyptian hierarchy (diagram).
- Describe how surpluses of grain, resources and animals started early trade in Egypt.
- Identify the benefits of close human habitation.
- Identify on a virtual globe why strategic areas of the Earth have supported certain societies in their rise into a great empire.
- Recognize the benefits of a society controlled by early religion and early government and by the Egyptian dynasties.
- Recognize the roles of scribes, specialty workers, religious workers, pharaohs and farmers in Egypt.
- Compare and contrast history before written language.
- Construct a timeline that will show all important historical events in Egyptian history.
- Describe at least three ways the ancient Egyptians influenced other civilizations.
- Create a Venn diagram comparing and illustrating how Nubia and Egypt influenced each other.
- Construct a timeline that will show all important historical events in Egyptian history.
- Explain that the ancient Egyptians influenced many civilizations in the region.
- Identify the architecture of Kush and Egypt.
- Understand the purpose of trade in central and eastern Africa to other parts of Africa, Arabia, Asia, and Europe.
- Explain the reasons why Christianity grew in the Horn of Africa.
- Give details of everyday life in Kush and Egypt.
- Give examples of hardships of living and trading in the desert, savanna and rainforest.
- Give examples of how tools, irrigation technology, and weapons facilitated the lives of Africa and its people.
- Identify the causes of climate changes that caused changes in early societies in Africa.
- Describe how surpluses of grain, resources, and animals started early trade in Africa.
- Compare and contrast African history before outside influences impacted African civilizations.
- Construct a timeline that will show all important historical events in African history.
- Describe the differences between monotheism and polytheism.
- Describe the beliefs of the ancient Israelites.
- Be able to read a historical map of Southwest Asia/Canaan.
- Analyze how geography contributes to settlement.
- Draw a map of Canaan or of a dwelling of Canaan.
- Describe Jewish culture and interpret what they learned.
- Describe the Jewish exile in Babylon and the Jews' eventual return to Judah.
- Explain how the Hebrews coped with their lives as slaves, and how they gained their freedom.



## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?* (AAH)

- End of Unit Test: Ancient Egypt and the Kingdom of Kush (Chapters 4-5 Assessment)
- Quizzes
- Tests
- QUIZZZ online assessments
- Hands-On Chapter Project (Create a Sarcophagus)
- Word Keys and Definitions
- Class Debate and Discussion
- Online Unit Skills Packet
- NJSLA Prose Constructed Response Essay
- Document Based Question

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?* (AAH)

- Whiteboard activity: The Hyksos and the Egyptians
- Biography: Hatshepsut
- Economics of History Activity: Ancient Egypt and Kush
- Analyzing maps and timelines (Place & Time: Ancient Egypt and Kush 5000 B.C. to A.D. 350)
- Venn Diagrams on Upper Egypt and Lower Egypt - compare and contrast
- Bar and Line graphs outlining population, migration and density patterns in Egypt and early African civilizations
- Nile flood yearly pattern analysis PDF
- Coloring maps/Nile River trading zones
- Vocabulary Builder McGraw Hill
- McGraw Hill online and paper version of Lesson Reviews
- Analyzing maps and timelines (Place & Time: Early Humans 8000 B.C. to 2000 B.C.)
- Web based interactive Hyperdoc lessons
- Hyperdoc online interactive assignments for each McGraw Hill lesson
- CSI-Investigation- How did King Tut die?
- Flipgrid recordings
- Create a travel brochure online or on paper
- Infographic slideshow
- Document Based Question
- Hands on Chapter Activity- Hieroglyphic Writing
- Hand-on Chapter Activity- Creating a presentation about a leader
- McGraw Hill Isrealites connection activity- Recording an online video “interview” of a Jewish leader
- BrainPop

- Blookey review
- Nearpod- Virtual Reality Tour of the pyramids
- McGraw Hill Chapter Summary

## *RESOURCES*

### **Teacher Resources:**

#### [6th Grade UNIT 2 Teacher Resources](#)

- [Ancient Egypt and Kingdom of Kush](#)
- [The Israelites](#)

### **Equipment Needed:**

- Laptop
- Speakers
- Maps
- Projector
- Whiteboard

## *UNIT OVERVIEW*

**Content Area:** Social Studies

**Unit Title:** The Ancient Greeks and Romans

**Target Course/Grade Level:** Social Studies- Grade 6

**Unit Summary:** Students will first study and examine the development of Ancient Greece that developed along the Mediterranean and Adriatic Seas. Students will analyze the geography, trade, beliefs, and culture of ancient Greece and how it influenced the development of its government. In addition, the study of classical Greece in the modern world, including ideas about democracy, architecture, philosophy, and science will also be closely analyzed. Students will then study Rome from its humble beginnings on the banks of the Tiber River through its republican phase and its transformation into a sprawling, cosmopolitan empire encompassing much of Europe and northern Africa.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **NJ Student Learning Standards:**

#### **Social Studies:**

- 6.2.8.CivicsPI.3.a:** Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.2.8.CivicsHR.3.a:** Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations. **(AAH)**
- 6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
- 6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
- 6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.



- 6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social). **(AAH)**
- 6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism)
- 6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

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

- 9.4.8.CI.2:** Repurpose an existing resource in an innovative way.
- 9.4.8.CI.3:** Examine challenges that may exist in the adoption of new ideas.
- 9.4.8.CT.1:** Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

### **Interdisciplinary Connections and Standards:**

#### **Computer Science and Design Thinking**

- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- 8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

#### **Visual and Performing Arts**

- 1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

### **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Unit Understandings:

*Students will understand that...*

### **Ancient Greece:**

- The mountains of Greece led to sea travel and trade, which brought new learning to the Greeks.
- Over 80% of Greece is covered in mountains and sea making travel and communication very difficult.
- Greece is made up of hundreds of islands, peninsulas and mountains.
- Greek mythology and religion show that the Greeks honored their Gods.
- Greece grew into a democracy quickly after departing from a monarchy, aristocracy, and oligarchy.
- There were stark differences between the Athenian and Spartan governments.
- Athens and Sparta joined forces to combat the Persian invasion of wars.
- Pericles expanded democracy, the building of wealth, and the beautification of Athens under his rule.
- Sparta and Athens continued having conflicts and this weakened the Greek city-states following the Peloponnesian War.
- The conquests of Alexander the Great spread Greek culture and influence throughout the known world.
- Greek ideas about architecture, philosophy, and science influenced the development of modern civilization.
- The ancient Greeks expressed their ideas in their literature, drama, art, and architecture.
- Alexander the Great was a prominent Greek leader who expanded the Greek empire.

### **Ancient Rome:**

- The stories about the beginnings of Rome are a mix of legend and historical fact.
- People who settled Rome chose a geographic location that was good for defense, travel, and trade.
- To survive, Roman farmers relied on discipline and hard work.
- The Roman Republic had a government divided into three parts, similar to the U.S. government today.
- The games at the Roman Colosseum reflected the social structure and values of ancient Rome.
- Roman social life was divided into classes.
- Roles in a Roman family and society were clearly defined.
- There was social unrest in the Roman Republic under Julius Caesar and the Roman Republic was founded by Augustus after Julius Caesar's assassination.
- Everyday life was difficult for ancient Romans and family roles and religious beliefs were complex.
- To gain more land and wealth, Rome began to expand by conquering neighboring peoples.
- Angry poor people, power-hungry generals, and ambitious politicians threatened the Roman Republic.
- People who settled Rome chose a geographic location that was good for defense, travel, and trade.
- Julius Caesar gained absolute control of the republic but did not rule long.
- After Caesar was assassinated, Augustus founded an empire that enjoyed peace and prosperity for about 200 years.
- Roman religious beliefs were influenced by other cultures and linked with the government.
- Although they were overcrowded and dirty, Roman cities were also places of interesting innovations and entertainment.
- Christianity, the official religion of Rome, built upon the Jewish belief in one God and the concept of the Messiah.
- The disciples of Jesus spread his teachings and tried to convince others to believe him.
- Rome became hostile to Jews and Christians because both groups challenged Roman authority.



- The Roman emperor Constantine accepted Christianity and ended persecutions.
- A series of problems, including food shortages, wars, and political conflicts, weakened the Roman Empire.
- Emperor Constantine reunited the eastern and western empires and tried to restore the Roman Empire to greatness.
- The Western Roman Empire was much weaker than the more prosperous Eastern Roman Empire.
- A series of problems, including food shortages, wars, and political conflicts, weakened the Roman Empire.
- Invading groups of Germanic peoples overran the already weakened Western Empire.
- Invading Germanic people raided Rome and overthrew the last Roman emperor, ending the Western Empire.
- Roman culture was a unique blend of Roman and Greek ideas.
- Roman advances in architecture and engineering have influenced builders throughout history.
- The spread of Christianity and the Roman system of law left a lasting legacy for the world today.

### Unit Essential Questions:

#### Ancient Greece

- How did the physical geography of Greece affect its development and political structures?
- How did the governments of Sparta and Athens reflect the values of those societies?
- What wars were fought in ancient Greece, and why were they fought?
- What effects did the geography of Greece have on settlement patterns?
- How did the seas affect Greek trade patterns?
- How did trade with other people contribute to Greek civilization?
- What are some differences between the civilizations of Greece and Mesopotamia?
- How are the Iliad and Odyssey connected?
- How did the geography of Greece lead to the formation of city-states?
- How did citizenship arise in Athens, and why?
- What form of government existed in ancient Sparta?
- What roles did Athens and Sparta have in defeating the Persians?
- How was the role of women different in Athens and Sparta?
- What was the role of the Agora in daily Greek life?
- What roles did slaves play in Sparta and Athens? (AAH)
- Why did democracy evolve in Athens and not Sparta?
- How did Pericles advance democracy?
- How was citizenship different in Athens from citizenship in the USA today?
- How do people, places, and ideas change over time?
- How do leaders bring about change in society?

#### Ancient Rome

- What is the legend of Rome's founding?
- How was Rome's location good for defense?
- Why did early Romans have to work hard?
- What does the legend about Rome's founding tell you about what was important to Roman's?
- Compare the role of the Tiber in the development of ancient Rome with that of the Nile in ancient Egypt?
- In what ways were the Roman social classes unequal?
- What is the legacy of Roman law?
- What benefits do you think the Romans gained from their treatment of conquered people?
- How long did Julius Caesar serve as dictator for life?
- How did expansion threaten the Roman Republic?
- How did Caesar gain power?



- How did the Roman government change under Augustus?
- What events and circumstances brought the Roman Republic to an end?
- What factors encouraged economic growth during the Pax Romana?
- What architectural innovations improved Roman city life?
- Who belonged to the main social classes during the time of the Roman Empire?
- What was the relationship of religion to the government in ancient Rome?
- What effects did the geography of Rome have on settlement patterns?
- How did trade with other peoples contribute to Roman civilization?
- What are some differences between the civilizations of Rome and Etruscan civilization?
- How do we view the contributions of the Romans today in the United States and the world?
- What great power ruled over Judea in the time of Jesus?
- How do we know about Jesus' life and about his teachings?
- What did accounts of Jesus' resurrection prove to his followers?
- Why were women and slaves particularly eager to become Christians?
- What decision made by Theodosius had a big impact on Roman religion?
- What effect did the Edict of Milan have?
- What effect did Emperor Constantine have on the spread of Christianity?
- How did constantly changing emperors affect the strength of the Roman Empire?
- What pushed the Germanic peoples south and west into Roman territory?
- In what ways did Justinian restore the Eastern Roman Empire?
- In what ways was the Eastern Roman Empire different from the Western Roman Empire?
- How did Roman writers blend Greek literary styles with their own ideas?
- What are some examples of Roman technology?

## Knowledge and Skills:

*Students will know...*

- **Key Terms:** Olympics, oligarchy, aristocracy, tyrant, democracy, polis, helot, Peloponnesian War, plague, drama, comedy, philosophy, tragedy, ideal, Romulus, republic, Patricians, Plebeians, Senate, Julius Caesar, Cicero, Augustus, Pax Romana, aqueducts, gladiators, Colosseum, divine, Jesus, Gospels, disciples, parables, crucifixion, charity, debate, Gentiles, Muslim, Justinian Code, Zeus
- **Key Places:** Mt. Olympus, Aegean Sea, peninsula, Colosseum, Athens, Sparta, Marathon, Mediterranean Sea, Italy, Tiber River, Sicily
- Mythology was important to the lives of ancient Greeks.
- That trade helped the early Greeks develop a sophisticated culture.
- The city-state of Athens developed democracy, which is ruled by the people.
- That Sparta built a state in which every part of life was organized around the need to have a strong army.
- That Athenian citizens were expected to participate actively in government.
- That Greek art and architecture introduced new styles and concepts that set standards for generations of artists around the world.
- That Greek love of reason and logic influenced the development of Western knowledge.
- That Hellenistic science provided much of the scientific knowledge of the world until the modern age.
- The Greeks and Romans believed their gods controlled the human and natural worlds.
- Governments often hanged because of conflicts between rich and poor.
- The Roman Republic builds upon Greek and classical ideals.
- Jews and Christians challenged the authority of Rome.

- Constantine converted to Christianity and made it one of the official religions of the empire.
- Rome fell shortly after the Christian conversion circa the 5th century A.D.
- The burning of Rome caused many social changes throughout the empire.
- The games in the Roman Colosseum reflected the everyday struggles of Roman life.

*Students will be able to...*

- Compare and contrast Athens to Sparta.
- Describe and compare the various forms of government in Ancient Greece. (democracy, limited democracy, monarchy, oligarchy, and tyranny)
- Compare and contrast the role of women to that of men in various Ancient Greek cities.
- Recognize and document the advantages and disadvantages of each of the various forms of government in Ancient Greece and Rome.
- Show how surpluses of grain, resources, and animals started early trade in Rome.
- Understand the purpose and function of Roman government and law and its impact.
- Understand the purpose of citizens and slaves in Roman society.
- Construct a timeline that will show all important historical events in Roman history.
- Give examples of Roman architecture, literature and law.
- Identify the contributions of culture and science by Rome.
- Understand the importance of the Caesars and their contributions to Western civilization.
- Analyze Ancient Greek and Roman art
- Give examples of how tools, irrigation technology and weapons facilitated the lives of Greece and its people.
- Document 3 or more benefits of a society ruled by a democratic government.
- Recognize the roles of the slaves, citizens, soldiers and traders of the Greek city-states.
- Identify the cause of the difference between Sparta and Athens.
- Document the contributions in literature, government and architecture to the world by Greece in a hyperdoc.
- Describe how surpluses of grain, resources and animals started early trade in Greece.
- Identify benefits of Greek city-state unification in the face of the Persian invasion.
- In a Venn diagram-compare and contrast history before and after written language.
- Construct a timeline that will show all important historical events in Greek history.
- Provide three or more examples of a Greek tragedy, drama and comedy.
- Identify the contributions of science and math by Greece.
- Describe the importance of Alexander the Great and his contributions to Western civilization.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of unit assessment
- Networks Assessment | Chapter Teara-McGraw Hill
- End of Unit Test: Ancient India and Early China- McGraw Hill
- Quizzes



- Online Self-Check Quiz- McGraw Hill
- QUIZZZ online assessments
- Hands-On Chapter Project (Create a SlideShow on Ancient India) - McGraw Hill
- Hands-On Chapter Project (Write a letter describing the elements of early Chinese culture and their own culture.)- McGraw Hill
- Word Keys and Definitions
- Class Debate and Discussion

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Vocabulary Building Ancient India- McGraw Hill
- Interactive Timeline and Map of Ancient India- McGraw Hill
- Hands-On Chapter Project | Creating a Slide Show about Ancient India- McGraw Hill
- Geography and History Activity | Understanding Human-Environment Interaction: Ancient India- McGraw Hill
- Guided Reading Activities
- Hypedocs interactive lessons
- Whiteboard Fi- making thinking visible
- Jamboard- class reflection activity
- Nearpod- Indian culture, religion, and trade

## RESOURCES

### Teacher Resources:

#### [6th Grade UNIT 3 Teacher Resources](#)

- [Ancient Greeks](#)
- [Ancient Romans](#)

### Equipment Needed:

- Laptop
- Speakers
- Maps
- Projector
- Whiteboard



## ***UNIT OVERVIEW***

**Content Area:** Social Studies

**Unit Title:** Ancient India and Early China

**Target Course/Grade Level:** Social Studies- Grade 6

**Unit Summary:** This unit will introduce students to the effects of geography and social structure of Ancient India and Early China. Ancient civilizations of both India and China will be analyzed by culture, history and geography. Contributions to both past and present cultures in these regions will also be explored.

**Approximate Length of Unit:** 10 weeks

## ***LEARNING TARGETS***

**NJ Student Learning Standards:**

**Social Studies:**

- 6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China). **(AAPI)**
- 6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations. **(AAPI)**
- 6.2.8.HistorySE.1.a:** Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records. **(AAPI)**
- 6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), **(AAPI)**
- 6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time. **(AAPI)**
- 6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. **(AAPI)**
- 6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 6.2.8.CivicsPI.3.a:** Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. **(AAPI)**
- 6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

- 6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. **(AAPI)**
- 6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. **(AAPI)**
- 6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. **(AAPI)**
- 6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China. **(AAPI)**
- 6.2.8.CivicsPI.3.a:** Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires **(AAPI)**
- 6.2.8.CivicsDP.3.a:** Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
- 6.2.8.CivicsDP.3.b:** Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
- 6.3.8.CivicsPI.2:** Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- 6.2.8.EconEM.3.a:** Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia. **(AAPI)**
- 6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor **(AAPI)**
- 6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations. **(AAPI)**
- 6.2.8.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
- 6.2.8.HistoryUP.3.b:** Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social) **(AAPI)**
- 6.2.8.HistoryCA.3.a:** Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. **(AAPI)**
- 6.2.8.HistoryCA.3.b:** Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China **(AAPI)**

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

- 9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect. **(AAPI)**
- 9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal **(AAPI)**



## **Interdisciplinary Connections and Standards:**

### **Computer Science and Design Thinking:**

- 8.2.2.ETW.2:** Identify the natural resources needed to create a product.
- 8.2.8.ITH.2:** Compare how technologies have influenced society over time.
- 8.2.8.ITH.4:** Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact.
- 8.2.8.ITH.5:** Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.

### **Visual and Performing Arts**

- 1.2.8.Cn10b:** Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.
- 1.2.8.Re8a:** Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
- 1.5.8.Cn11a:** Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.
- 1.5.8.Re7b:** Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. **(AAPI)**

## **NJ SLS Companion Standards: Reading and Writing Standards for History, Social Studies, Science, and Technical Subjects:**

- RH.6-8.1.** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- NJSLSA.W7.** Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Unit Understandings: (AAPI)**

*Students will understand that...*

- In India, mountains and seasonal winds shape the climate and affect agriculture.
- A group of nomadic people moved into India and took over what was left of Harappan civilization.
- The earliest Indian civilization built well-organized cities near the Indus River.
- Harappan civilization produced writing, a prosperous way of life, and a widely shared culture.
- Under Aryan rule, Indian society developed a distinct system of social classes that still affects India today.
- Over time, the belief of the Aryans developed into the religion of Hinduism.
- A teacher called the Buddha developed a new religion that focused on helping people to escape suffering.



- The Maurya rulers united northern India into the first great Indian empire.
- About 500 years after Asoka's death, a new ruler united northern India and began a golden age of culture.
- Hinduism and Buddhism are practiced in countries besides India and have also influenced people of other faiths.
- The artistic styles of ancient India influenced other cultures and continue to be used today.
- The decimal system, numerals, and the concept of the zero transformed the ability to do mathematical calculations.
- Natural barriers isolate China's fertile river valleys from other parts of Asia.
- The Shang Dynasty ruled China's earliest civilization, which arose near the Huang He.
- Claiming approval from the gods, the Zhou conquered the Shang and took over China.
- Legalists believed that the government must control people through strict laws.
- Confucius taught that order would return to China if society was organized around five relationships.
- The followers of Daoism taught that people could find virtue by living in harmony with nature.
- Shi Huangdi conquered the warring states, unified China, and built a strong government.
- Life in Han China set a pattern that is still seen today.
- The Silk Road brought cultural and economic changes to China.
- Chinese philosophies such as Confucianism and Daoism had a lasting influence on East Asia.

#### Unit Essential Questions: (AAPD)

- What are the advantages and disadvantages of having monsoons?
- What economic activities allowed Harappan civilization to begin along the Indus and Saraswati rivers?
- What are two positive and two negative effects of India's great rivers?
- How did Hinduism grow out of the beliefs of Brahmanism?
- What was the social structure of the Aryan caste system?
- What changed the long-held theory that Aryans drove out the Harappan people?
- How were the Maurya and Gupta empires of India alike?
- How did Buddhism influence Asoka as a ruler?
- Was Hinduism or Buddhism more similar to ancient Egyptian religion? Why?
- Which of India's legacies have made the biggest impact on your life? Explain.
- Which ancient Indian arts influenced Southeast Asian culture?
- What are three main ways Indian religion, art, music, literature, and dance reached the rest of the world?
- How did geographic barriers affect Shang and Zhou relations with outside peoples?
- How did the Shang develop the Chinese language?
- How did the belief in the Mandate of Heaven help the change in government from the Shang to the Zhou?
- Which of the Chinese philosophies stressed the importance of family?
- What was the purpose of Confucius' five relationships?
- How did the Legalists' views of human nature contrast with those of the Confucians?
- In what ways were the Qin and Han dynasties similar?
- Why was the ruler Wudi important in the achievements of the Han Dynasty?
- Why were Shi Huangdi's efforts to unify China important?
- What ideas or goods did China give the ancient world?
- How did the Silk Roads aid in the spread of Buddhism?
- Why were the Silk Roads important to ancient China?
- How did Chinese writing develop?

## Knowledge and Skills:

### *Students will know...(AAPI)*

- **Key Terms:** range, subcontinent, Himalayas, Harappan civilization, Hindu Kush, monsoons, Aryan, caste, Brahmanism, Hinduism, karma, ahimsa, Siddhartha Gautama, dharma, Buddhism, nirvana, Asoka, Mohandas Gandhi, Hindu, Arabic numerals, millet, oracle bone, dynastic cycle, pictograph, Mandate of Heaven, legalism, Confucianism, filial piety, Daoism, martial, Qin, Shi Huangdi, Han Dynasty, bureaucracy, Silk Roads, trans-Eurasian, cultural diffusion
- **Key Places:** China, India, Indian Ocean, Pacific Ocean, Himalayas Mountains
- By 2500 B.C, well-planned cities were thriving in the Indus River region.
- By 1500 B.C, Aryans began to migrate into India.
- Siddhartha Gautama became the Buddha in 563 B.C.
- Monsoons provide rainwater to water crops but also cause destructive floods.
- Hindus worship many deities.
- Aryan society developed a class structure that was based on jobs and is called the caste system.
- A teacher called the Buddha developed a new religion that focused on helping people to escape suffering.
- The Maurya rulers united northern India into the first great Indian empire.
- Mohandas Gandhi is regarded around the world as a symbol of peace and wisdom.
- Indians had important inventions including zero, the decimal system and Hindu-numerals.
- In 1776 B.C. the Shang Dynasty was established.
- In 551 B.C, Confucius was born.
- The Great Wall of China served many purposes but it was primarily a defense against raiding armies.
- The Himalaya Mountains. serve as a natural barrier and border to cultures, trade, travel, and communication.
- Both China and India are major players in export products such as electronics, cars and household items.
- Both countries have long coastlines and easy access to sea trade and fishing.
- The Silk Road was an ancient road for ideas, culture, trade, and migration.
- China mastered iron and bronze work.
- Taoism (Daoism) promotes learning the way of nature to find harmony.
- British Imperialism impacted India greatly in the 19th century.

### *Students will be able to... (AAPI)*

- Identify on maps the locations and migrations of early Chinese and Indian trade routes to other parts of the Mediterranean, Africa, Europe and Asia (i.e., Silk Road).
- Describe the purpose and function of Chinese and Indian ancient governments and law, and its impact on the local people in a constructed response question.
- Discuss the purpose of the terracotta army and the function of Chinese rural authority.
- Create a timeline that will show important events in the history of China and India.
- Identify the various cities and empires that existed in conjunction with the Chinese and Indian Empires.
- Give examples of how tools, irrigation technology, and weapons facilitated China and India and its people.
- Recognize the hardships that faced Chinese and Indian societies and the consequences they caused.
- Describe the Indian caste system and how it functions.
- Understand the function of the Indian caste system.



- Compare in a T-chart a society ruled by a Dynasty and a democratic government.
- Recognize the roles of the slaves, citizens, soldiers, and traders of the Chinese and Indian Empires.
- Compare and contrast China and India forms of government, religion, and social organization.
- Identify Chinese and Indian contributions in areas of literature, government, and architecture.
- Show how surpluses of grain, resources, and animals started early trade in China and India.
- Construct a diagram showing the military might of the ancient Chinese and Indian armies.
- Demonstrate why strategic areas of the globe have caused certain societies to rise into great empires.
- Give examples of Indian and Chinese architecture, literature and law.
- Identify the contributions of Ancient China and India in the fields of science and mathematics.
- Understand the religious influences of Buddha, Gandhi, and Confucius.

## ***EVIDENCE OF LEARNING***

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- End of Unit Assessment
- Quizzes
- Whiteboard quick response
- QUIZZZ online assessments
- Student ideas expressed in jamboard
- Formative assessment
- Hands-On Chapter Project
- Word Keys and Definitions
- Class Debate and Discussion
- Online Unit Skills Packet
- NJSLA Prose Constructed Response Essay
- Document Based Question

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Padlet
- Whiteboard FI- visual and written expression of understanding
- Project-Based Learning Hands-On Chapter Project: Creating a SlideShow about Ancient India- McGraw Hill
- Geography and History Activity Worksheet: Understanding Human–Environment Interaction: Ancient India- McGraw Hill
- Primary Source Activity Worksheet: Buddhism and Hinduism- McGraw Hill
- Technology Extension of the Project-Based Learning Hands-On Chapter Project: Publishing PowerPoint® Projects Online- McGraw Hill
- Hyperdocs
- Nearpod- India Culture, Religions, and Trade



- Vocabulary Builder Activity | Early China- McGraw Hill
- Hands-On Chapter Project | Describing Early China- McGraw Hill

## *RESOURCES*

### **Teacher Resources:**

#### [6th Grade UNIT 4 Teacher Resources](#)

- [Ancient India](#)
- [Ancient China](#)

### **Equipment Needed:**

- Laptop
- Speakers
- Maps
- Projector
- Whiteboard