



# Little Egg Harbor School District Curriculum Guide

## Social Studies: Grade 6

BOE APPROVAL DATE: 08/19/2025

## Little Egg Harbor School District Curriculum Guide

Grade: 6th

Content Area: Social Studies

**Original Adoption:** July 21, 2020

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Revised: Clare Gallagher, July 2021

**Updated Date:** July 30, 2024

**Updated By:** Melissa Gallagher

### Recommended Pacing Guide

Genocide	30 Days
Early Man	30 Days
Mesopotamia	30 Days
Egypt	30 Days
India	30 Days
China	30 Days

Unit 1: Genocide

Duration: 30 Days

### Suggested Accommodations

#### Multilingual Learners:

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible

#### Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

#### 504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

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**Gifted and Talented:**

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts

**Students in Need of Academic Support:**

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

**Economically Disadvantaged:**

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

<b>Correlation Key</b>		
<b>Holocaust</b>	<b>Amistad</b>	<b>Asian Americans and Pacific Islanders</b>

<b>Social Studies Practices</b>	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the

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	diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

### [New Jersey Student Learning Standards](#)

New Jersey Statute N.J.S.A. 18A:35-28

- **Section: 18A:35-28: Instruction on Holocaust, genocides required in elementary, secondary school curriculum**
  - a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
  - b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

### [Interdisciplinary Connections](#)

**English Language Arts**

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- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- **RI.IT.6.3.** Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
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- **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.II.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Computer Science and Design Thinking

- **8.1.8.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.EC.1:** Explain ethical issues that may arise from the use of new technologies.
- **8.2.8.EC.2:** Examine the effects of ethical and unethical practices in product design and development.

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

- **9.1.8.FP.1:** Describe the impact of personal values on various financial scenarios.
- **9.1.8.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- **9.1.8.FP.6:** Compare and contrast advertising messages to understand what they are trying to accomplish.
- **9.1.8.FP.7:** Identify the techniques and effects of deceptive advertising.
- **9.4.8.CI.2:** Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
- **9.4.8.CT.2:** Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
- **9.4.8.CT.3:** Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

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- **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.

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

Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

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communicate effectively.	
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Student Learning	
<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Readworks Articles and questions.</li> <li>● Brainpop</li> <li>● Forget Me Not Quiz</li> <li>● Holocaust ID Cards</li> <li>● Be a Code Talker</li> <li>● Non-Sequitur Comic</li> <li>● Hutu and Tutsi differences activity</li> <li>● Justice for victims of the Rwandan Genocide</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Roles people play quiz.</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Students will write a reflective essay based on how hate and discrimination can lead to a genocide. Students need to cite facts within their essay to support their response.</li> <li>● Holocaust Project</li> <li>● Students will use what they have learned about the events that occurred before, during, and after the Holocaust to create a timeline. Students can use the resource websites to help them. The timeline should include pictures, maps, and important information about the Holocaust</li> <li>● Holocaust Argumentative Essay - The Holocaust task asks students to analyze information from multiple texts and video. Students will write informational texts to demonstrate their ability to determine the central idea of text and analyze its development through the course of multiple texts. Students will write an argument essay demonstrating their ability to cite relevant evidence to support a position.  <a href="https://echoesandreflections.org/">https://echoesandreflections.org/</a>  <a href="http://www.holocaustresearchproject.org/ar/st.html">http://www.holocaustresearchproject.org/ar/st.html</a></li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Completed Lapbook</li> <li>● Wordle</li> <li>● Oral Presentation</li> <li>● Digital Story</li> <li>● KWL Charts</li> <li>● Open-ended question responses with drawings</li> </ul>

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<https://www.jewishvirtuallibrary.org/franz-stan-gl>

### Knowledge & Skills

#### Enduring Understandings:

- Why atrocities, genocide and the Holocaust have occurred worldwide.
- Location of current and past genocides..
- Diversity should be respected.
- People are taught to hate.
- People choose the role they play. (Upstander, bystander, collaborator, perpetrator)
- Realize that discrimination against others affects everyone negatively.
- Identify the important events leading up to World War II.

#### Essential Questions:

- What are the similarities and differences of atrocities and genocides worldwide?
- Where have genocides occurred?
- Why have atrocities and genocides occur world wide?
- Why should students learn about the Holocaust and Genocide?
- What are the roles people played in committing genocides?
- What can people do to help show respect for diversity?
- How powerful is the word hate?
- How are people the same and different?
- How can we stop hate?
- How can you be the voice for change?

### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Studies Weekly: New Jersey Week 25
- Studies Weekly: Ancient America to Reconstruction Week 9
- Brain Pop WWII, WWII Causes, Adolph Hitler, Holocaust, Pearl Harbor, Anne Frank, Elie Wiesel, Tuskegee Airmen
- Seventh Heaven: Holocaust Episode
- "Forget Me Not the Story of Anne Frank" Movie
- "Miracle at Midnight" Movie
- Curriculum Resources  
<https://www.state.nj.us/education/holocaust/curriculum/>
- Mission US: "Prisoner in my Homeland"
- Seabrook Farms Website
- Annefrank.org interactive museum

#### Varied Levels of Text:

- Readworks Articles and questions.
- *Terrible Things* by Eve Bunting
- *Sneetches* by Dr. Seuss
- *Daniel's Story* by Carole Matus
- Navajo Code Talker (Taking A Stand: Anthology pages 254-257)
- "Be A Code Talker" Worksheet
- "Relocation Camps" ( Taking A Stand: Anthology pages 242-247)
- "Flowers from Topaz" Reader's Theater
- Readworks Articles
- Short Life of Anne Frank Biography
- Graceproducts.com (ID Cards)
- Non Sequitur Comic
- *The Butterfly* by Patricia Polacco
- *Jacob's Rescue* by Malka Drucker and Michael Halperin

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| <ul style="list-style-type: none"> <li>● Students Against Violence Everywhere: Action Diversity</li> <li>● Holocaust Project (Students choose what method they use to demonstrate their knowledge...Art, Music, Writing, etc..)</li> <li>● European Holocaust Cites PowerPoint</li> <li>● Genocide in the 21st Century PowerPoint</li> <li>● Hutu and Tutsi differences activity</li> <li>● Justice for victims of the Rwandan Genocide</li> <li>● Rwandan Genocide PowerPoint</li> <li>● "BBC Finding My Family: Holocaust <a href="#">Finding my Family: Holocaust - A Newsround Special</a></li> <li>● BBC Bite Size: WWI <a href="#">World War One - KS3 History - BBC Bitesize</a></li> <li>● BBC Bite Size: WWII <a href="#">World War Two and the Holocaust - KS3 History - BBC Bitesize</a></li> <li>● BBC Bite Size: Appeasement and the Road to War <a href="#">Appeasement and the Road to War - Higher History - BBC Bitesize</a></li> <li>● The Holocaust: A Learning Site for Students <a href="https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students">https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students</a></li> <li>● United State Holocaust Museum <a href="#">United States Holocaust Memorial Museum</a></li> <li>● Children of the Holocaust <a href="#">Learn Facts about the Holocaust   TheChildrenOfTheHolocaust.com</a></li> <li>● Teaching the Holocaust <a href="#">Teaching the Holocaust: Lesson Plans   Education World</a></li> <li>● Students will respond to Holocaust articles from the New York Times cover articles over the years. Students will research the information from the articles to analyze the articles that were featured. Students should consider questions, such as: How much information was the American public getting? <a href="#">Holocaust Lesson Plan: Headlines</a></li> <li>● Flocabulary</li> <li>● Study.com</li> </ul> | <ul style="list-style-type: none"> <li>● <i>Number the Stars</i> by Lois Lowry</li> <li>● <i>The Diary of Anne Frank</i> by Anne Frank</li> <li>● <i>Remember Not to Forget: A Memory of the Holocaust</i> by Norman H. Finkelstein</li> <li>● <i>The Girl Who Survived: A True Story of the Holocaust</i> by Bronia Brandman and Carol Bierman</li> <li>● <i>The Story of the Holocaust</i> by Clive A. Lawton</li> <li>● <i>Who Was Anne Frank?</i> by Ann Abramson</li> <li>● <i>Anne Frank: Life in Hiding</i> by Johanna Hurwitz</li> <li>● <i>Destined to Live: A True Story of a Child in the Holocaust</i> by Ruth Gruener</li> <li>● <i>Elly: My True Story of the Holocaust</i> by Elly Berkovits Gross</li> <li>● <i>Hana's Suitcase: A True Story</i> by Karen Levine</li> <li>● <i>Jacob's Rescue: A Holocaust Story</i> by Malka Drucker</li> <li>● <a href="#">The Other Side</a> by Jacqueline Woodson</li> <li>● <a href="#">Amistad Literature Resources</a></li> <li>● <a href="#">Holocaust Literature Resources</a></li> </ul> |
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- Beable: Cross-Curricular Social Studies Literature
- [Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)

**Digital Citizenship Mini-Unit: Don't Fall For Phishing**

**Duration: 7 Days**

### Standards:

**ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

### Knowledge and Skills

#### Enduring Understandings:

- Compare and contrast identity theft with other kinds of theft.
- Describe different ways that identity theft can occur online.
- Use message clues to identify examples of phishing.

#### Essential Questions:

- How can you protect yourself from phishing?
- What can you do if you do fall for a phishing scam?
- Why do you have to be aware of phishing scams?

### Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE

**Unit 2: Early Man**

**Duration: 30 Days**

### Suggested Accommodations

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- Respect cultural traditions

### Correlation Key

Holocaust

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### Social Studies Practices

Developing Questions and

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science

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Planning Inquiry	disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
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Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
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<b><u><a href="#">New Jersey Student Learning Standards</a></u></b>
<ul style="list-style-type: none"> <li>● <b>6.2.8.GeoPP.1.a:</b> Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</li> <li>● <b>6.2.8.GeoPP.1.b:</b> Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</li> <li>● <b>6.2.8.HistoryCC.1.a:</b> Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</li> <li>● <b>6.2.8.HistoryCC.1.b:</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</li> <li>● <b>6.2.8.HistoryCC.1.c:</b> Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</li> <li>● <b>6.2.8.HistoryCC.1.d:</b> Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</li> <li>● <b>6.2.8.HistorySE.1.a:</b> Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</li> </ul>

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### Interdisciplinary Connections

#### English Language Arts

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- **SL.ES.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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

- **9.1.8.PB.5:** Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

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

Act as a responsible and contributing community members and employee.

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Demonstrate creativity and innovation.

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	<p>issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Evidence of Student Learning</b>	
<b>Formative Tasks:</b>	<b>Alternative Assessments:</b>

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<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Create cave paintings</li> <li>● Exit cards</li> <li>● Student Lead lessons and assessments (Earliest Human Expert Groups)</li> <li>● Warm-up Responses</li> <li>● Kahoot</li> <li>● Quizlet</li> </ul>	<ul style="list-style-type: none"> <li>● Studies Cave Art Assessment</li> <li>● Open ended questions</li> <li>● KWL</li> <li>● Studies Weekly Assessment</li> <li>● Student Lead Instruction and Assessments</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment Piece</li> <li>● Unit Tests</li> <li>● Timed Writing Piece</li> <li>● Write an essay from the perspective of a hunter-gatherer or early farmer. Define the components of culture. Compare how cultures differ in their use of similar environments and resources.</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Presentation</li> <li>● Digital Story</li> <li>● KWL Charts</li> <li>● Open-ended question responses with drawings</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Prior to any written records, archaeology provides historical and scientific explanations for how our ancient ancestors lived based on artifacts and inference.</li> <li>● The life of early hunter-gatherer societies was most influenced by their physical environment.</li> <li>● The use of technology to adapt to and overcome the environment was a significant factor in the evolution of species and continues to influence how we continue to develop as a species.</li> <li>● Farming is considered a “revolution” providing the necessary foundation for the great civilizations that followed because the surplus led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of a civilization.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How did humans’ way of living change as they interacted and adapted?</li> <li>● How do we know what we know when there’s no written record?</li> <li>● How did geography and climate determine the lives of early humans?</li> <li>● How did technology change the way people lived?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Interactive Whiteboard</li> </ul>	<p><b>Varied Levels of Text:</b></p>
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| <ul style="list-style-type: none"> <li>● Google For Education</li> <li>● Document camera to display texts for shared reading</li> <li>● Interactive Maps “Interactive Human Migration” PBS<br/><a href="https://legacy.calacademy.org//human-odyssey/map/">https://legacy.calacademy.org//human-odyssey/map/</a></li> <li>● PBS “How Homo Sapiens Populated the Earth”<br/><a href="https://s3.amazonaws.com/pbs.lm-prod.media.ingest/General%20Audience%202015/First%20Peoples/Interactive/firstpeoples-06242015%20%281%29/index.html#intro">https://s3.amazonaws.com/pbs.lm-prod.media.ingest/General%20Audience%202015/First%20Peoples/Interactive/firstpeoples-06242015%20%281%29/index.html#intro</a></li> <li>● Studies Weekly: World History Week 2 “Studying the Earth”</li> <li>● Studies Weekly: World History Week 3 “Earliest Humans”</li> <li>● Brainpop “Agricultural Revolution”</li> <li>● Flocabulary “Hunter Gatherers”</li> <li>● BBC Bitesize Learner Guides and Clips<br/><a href="#">Prehistoric - KS2 History - BBC Bitesize</a></li> <li>● Quizlet “Early Man” <a href="#">Early Man Flashcards   Quizlet</a></li> <li>● Kahoot (student created)</li> <li>● Social Studies for Kids<br/><a href="http://www.socialstudiesforkids.com/subjects/archaeology.htm">http://www.socialstudiesforkids.com/subjects/archaeology.htm</a></li> <li>● The Mammoth Site<br/><a href="http://www.mammothsite.com/">http://www.mammothsite.com/</a></li> <li>● Mr. Donn<br/><a href="http://ancienthistory.mrdonn.org/EarlyMan.htm">http://ancienthistory.mrdonn.org/EarlyMan.htm</a> National Geographic<br/><a href="http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html">http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html</a> Cave Painting<br/><a href="http://www.visual-arts-cork.com/prehistoric/cave-painting.htm">http://www.visual-arts-cork.com/prehistoric/cave-painting.htm</a></li> <li>● Chauvet Cave<br/><a href="http://www.culture.gouv.fr/culture/arcnat/chaudet/en/Lascaux_Cave">http://www.culture.gouv.fr/culture/arcnat/chaudet/en/Lascaux_Cave</a></li> <li>● Lascaux Cave <a href="#">La grotte de Lascaux</a></li> <li>● PBS<br/><a href="http://www.pbs.org/wgbh/nova/first/radiocarbon.html">http://www.pbs.org/wgbh/nova/first/radiocarbon.html</a></li> <li>● American Museum of Natural History<br/><a href="http://www.amnh.org/ology/archaeology">http://www.amnh.org/ology/archaeology</a></li> <li>● Video Horrible History: “Savage Stone Age”</li> <li>● Mysteries of Catalhoyuk<br/><a href="http://smm.org/catal/introduction">http://smm.org/catal/introduction</a></li> </ul> | <ul style="list-style-type: none"> <li>● <b>Lucy Long Ago: Discovering the Mystery of Where We Came From</b> by Catherine Thimmesh</li> <li>● Science News for Students article<br/><a href="https://www.sciencenewsforstudents.org/article/%C3%B6tzi-mummified-iceman-actually-froze-death">https://www.sciencenewsforstudents.org/article/%C3%B6tzi-mummified-iceman-actually-froze-death</a></li> <li>● Otzi the Iceman Facts for Kids <a href="#">Ötzi the Iceman Facts for Kids</a></li> <li>● NewsELA “Cave Painting, Figurines and Arrows: The Art of Paleolithic”</li> <li>● NewsELA “A Prehistoric Instagram? Cave Carvings Depict Pooh Partnership”</li> <li>● NewsELA “Farmers in the Ancient World Were Successful Farmers”</li> <li>● NewsELA “Paintings Discovered on a Cave Wall Finally Have An Age: 40,000 Years Old”</li> <li>● Maria De Sautuola (PowerPoint)</li> <li>● Readworks “Looking for Ancient Treasure”</li> <li>● DoGo News “Perfectly Preserved Ice Age Animal Still Has Skin, Muscle, and Hair”</li> <li>● Reader’s Theater “Problems of Early People”</li> <li>● <i>The Iceman</i> by Kelly Porter</li> <li>● <i>Early Humans</i> by DK Publishing</li> <li>● <i>Earth Children</i> by Jean M. Auel</li> <li>● Reading A-Z: Otzi: The Iceman <a href="#">Otzi: The Iceman   Reading A-Z</a></li> <li>● Achieve 3000: <a href="#">Otzi the Iceman</a></li> <li>● <a href="#">Earliest Peoples: Looking Out for Lucy</a></li> <li>● <a href="#">Earliest Peoples: Saving the Paintings</a></li> <li>● <a href="#">Amistad Literature Resources</a></li> <li>● <a href="#">Holocaust Literature Resources</a></li> </ul> |
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- Hunter-Gatherer Activity
- *Mysteries of Ancient History*: Secret of the Iceman's Death
- Reading A-Z-Project based learning document: "Who Was Otzi?"
- Flocabulary
- Study.com
- Beable: Cross-Curricular Social Studies Literature
- [Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)

Unit 3: Mesopotamia

Duration: 30 Days

### Suggested Accommodations

#### Multilingual Learners:

- Provide clear and specific directions
- Pre-teach vocabulary
- Peer tutoring or partner learning
- Chunk texts into manageable pieces
- Provide extended time
- Provide written directions with models and diagrams when possible

#### Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

#### 504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

#### Gifted and Talented:

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Students design their own questions to extended conversations
- Higher level texts

#### Students in Need of Academic Support:

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- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

**Economically Disadvantaged:**

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

### Correlation Key

**Holocaust**

**Amistad**

**Asian Americans and Pacific Islanders**

### Social Studies Practices

Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means

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Using Evidence	developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

### New Jersey Student Learning Standards

- **6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures
- **6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations
- **6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- **6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- **6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- **6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- **6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- **6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- **6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- **6.2.8.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.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.
- **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

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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.

### Interdisciplinary Connections

#### English Language Arts

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- **RI.IT.6.3.** Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RL.TS.6.4.** Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.II.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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### Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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

- **9.1.8.PB.5:** Identify factors that affect one's own goals, including peers, culture, location, and past experiences
- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

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<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community member and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career

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aligned to personal goals.	interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Class discussion</li> <li>● Reading responses</li> <li>● Exit cards</li> <li>● Daily classwork</li> <li>● Project based activities</li> <li>● Kahoot</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Comic Strip</li> <li>● Social Studies notebook</li> <li>● Modified tests/quizzes/classwork</li> <li>● Group work/class discussion rubric</li> <li>● Question starters</li> <li>● Teacher observation</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Studies Weekly assessment</li> <li>● Unit test</li> <li>● Performance assessments (i.e. Travel Brochure)</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>● Social Studies benchmark assessment</li> </ul>

<b>Knowledge &amp; Skills</b>	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The geography of Mesopotamia influenced where people settled and how they lived</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How did geography influence the development of civilization?</li> <li>● How did the land between the Tigris and Euphrates Rivers support agriculture?</li> </ul>

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- A complex way of life, called a civilization, developed in Sumer, a region in southern Mesopotamia
- Successive empires rose and fell in Mesopotamia and lands to the east
- The land between the Tigris and Euphrates Rivers was able to support agriculture
- People adapted to living in the region despite the lack of natural resources
- Technology is the use of knowledge and skills, and affects politics, economics, and culture
- Societies can be transformed by technology; the push to develop it can have unintended effects
- Communities of believers can influence culture and government and provide stability to a society
- Religious disagreements may lead to conflict
- Religious conflict may lead to oppression and intolerance
- This region developed the basic concepts of writing and laws

- What is the relationship between the Fertile Crescent and Mesopotamia?
- How did the lack of resources affect the development of cities?
- Why do people migrate?
- What religious concepts developed?
- How did city-states turn into empires?
- How does the development of technology affect the development of a society?
- What contributions did the Mesopotamian civilization make to the development of writing and law?

### Core Instructional & Supplemental Materials

**Suggested Activities/Resources:**

- Studies Weekly World History Week 4 “Historic Times Begin”
- Brain Pop “Agricultural Revolution”
- Brain Pop “Sumerians”
- Flocabulary “The Fertile Crescent”
- Flocabulary “Hammurabi’s Code”
- Locate Ancient Mesopotamia Map
- Mr. Nicky Song Parody “Ancient Mesopotamia”
- Hammurabi Code of Laws and Strange Laws in US comparison
- Mesopotamian Picture Book
- The British Museum Virtual Tour of Mesopotamia [Mesopotamia | British Museum](#)
- The British Museum Writing Webquest [Middle East and Asia | British Museum](#)
- Museum of Archaeology and Anthropology Artifact Loan Box
- Mesopotamia Travel Brochure: Students design an educational brochure about Mesopotamia. The brochure’s front panel

**Varied Levels of Text:**

- *Gilgamesh the King* by Ludmila Zeman
- *The Revenge of Ishtar* by Ludmila Zeman
- *The Last Quest of Gilgamesh* (The Gilgamesh Trilogy) by Ludmila Zeman
- *Lugalbanda The Boy Who Got Caught Up in a War* by Kathy Henderson
- *DK Eyewitness Mesopotamia* by Philip Steele
- *The Golden Bull* by Marjorie Cowley
- *Ancient Mesopotamia Sumerians, Babylonians, Assyrians* by Virginia Schomp
- *Gilgamesh the Hero* by Geraldine McCaughrean
- Readworks *The Code of Hammurabi*
- *Historic Times Begin-Studies Weekly week 4*
- Newsela: “History of Mesopotamia”  
[https://newsela.com/read/lib-overview-mesopotamia-history/id/32883/?collection\\_id=339&search\\_id=113210a1-d4b2-4acc-856c-78ba2b9cad09](https://newsela.com/read/lib-overview-mesopotamia-history/id/32883/?collection_id=339&search_id=113210a1-d4b2-4acc-856c-78ba2b9cad09)

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shows a highly detailed and accurate map of Mesopotamia with an eye-catching title. The remaining five panels have art and written descriptions that emphasize the positive aspects of living in that region. The information shows a comprehensive understanding of life in that era.

- Clay Ziggurat: Students create their own Ziggurat out of clay to better understand the structures that the ancient Mesopotamian people built. ([How to Build a Ziggurat Out of Clay | ehow](#))
- Epic of Gilgamesh Comic Book: Students tell the story in comic book form including comic-style drawings, dialogue, and/or captions,
- Hammurabi's Code Court Cases (Readers Theater): Groups of students act out various court cases and the jury (the class) determines the outcome based on Hammurabi's Code of Laws.
- The Indus Civilization
- Hall of Fame Mesopotamia: Students research biographical descriptions of important Mesopotamians such as Sargon, Hammurabi, Moses, Nebuchadnezzar. Class or groups of students rank them based on their importance and debate who should be in the Hall of Fame.
- Visual Almanac of Mesopotamian Achievements: Students draw pictures and write brief informational captions about some of the many achievements/inventions of the Mesopotamians
- Cuneiform names: Students write their names in Cuneiform.
- Mr. Donn <http://mesopotamia.mrdonn.org>
- Video: "Mesopotamia from Nomads to Farmers" ([Mesopotamia From Nomads to Farmers Video](#))
- National Geographic "Mesopotamia 101" 5 minute video [Ancient Mesopotamia 101 | National Geographic](#)
- Video: "Rise of Sumer" <https://www.youtube.com/watch?v=MHpmlrWBjn>
- Video: "Mesopotamia" Educational Videos For Kids [MESOPOTAMIA | Educational Videos for Kids](#)

"Culture and Society of Ancient Mesopotamia"

[https://newsela.com/read/lib-overview-mesopotamia-culture/id/32871/?collection\\_id=339&search\\_id=5cadcf00-870a-4c8c-8837-401a15642ba1](https://newsela.com/read/lib-overview-mesopotamia-culture/id/32871/?collection_id=339&search_id=5cadcf00-870a-4c8c-8837-401a15642ba1)

"Life in Sumerian Times in "The Mesopotamia"

[https://newsela.com/read/lib-life-sumer-mesopotamia/id/32777/?collection\\_id=339&search\\_id=cb6704e3-2565-4809-addb-434440924c67](https://newsela.com/read/lib-life-sumer-mesopotamia/id/32777/?collection_id=339&search_id=cb6704e3-2565-4809-addb-434440924c67)

"The Babylonian Empire"

[https://newsela.com/read/lib-ushistory-babylonia/id/32866/?collection\\_id=339&search\\_id=a2f728f1-db37-4b22-8619-8f50dc1326ad](https://newsela.com/read/lib-ushistory-babylonia/id/32866/?collection_id=339&search_id=a2f728f1-db37-4b22-8619-8f50dc1326ad)

"Agriculture in the Fertile Crescent"

[https://newsela.com/read/lib-Agriculture-Fertile-Crescent/id/33238/?collection\\_id=339&search\\_id=f976d35a-9c97-43ab-be09-9e5dca45f11b](https://newsela.com/read/lib-Agriculture-Fertile-Crescent/id/33238/?collection_id=339&search_id=f976d35a-9c97-43ab-be09-9e5dca45f11b)

"World Leaders: Hammurabi"

[https://newsela.com/read/bio-world-leaders-hammurabi/id/31564/?collection\\_id=339&search\\_id=e5ee39e4-6342-4ada-91b2-6ddbc803ee8b](https://newsela.com/read/bio-world-leaders-hammurabi/id/31564/?collection_id=339&search_id=e5ee39e4-6342-4ada-91b2-6ddbc803ee8b)

"Assyrians: Calvary and Conquests"

[https://newsela.com/read/lib-ushistory-assyrians-calvary-conquests/id/32879/?collection\\_id=339&search\\_id=c1d4da56-ba12-43f4-9ba1-0bcc5226ef99](https://newsela.com/read/lib-ushistory-assyrians-calvary-conquests/id/32879/?collection_id=339&search_id=c1d4da56-ba12-43f4-9ba1-0bcc5226ef99)

"Uruk: The World's First Big City"

[https://newsela.com/read/BHP-U7-7-uruk/id/3843/?collection\\_id=339&search\\_id=2896a5ec-c00a-4a12-98d4-e750c8b50f7b](https://newsela.com/read/BHP-U7-7-uruk/id/3843/?collection_id=339&search_id=2896a5ec-c00a-4a12-98d4-e750c8b50f7b)

- Play "Life in Ancient Sumer"
- Mini Play "Sargon's Rule and Hammurabi's Code"
- Play "Hammurabi's and His Law Code"
- Mini Play "Humans and Gods in Mesopotamia"
- Primary Source "Descriptions of the Phoenicians" L
- Primary Source "Hammurabi"
- Primary Source "The Code of Hammurabi"
- Primary Source "The Sumerian Flood Story"
- Primary Source "Nebuchadnezzar"
- Primary Source "The Epic of Gilgamesh"
- National Geographic "Mohenjo Daro"

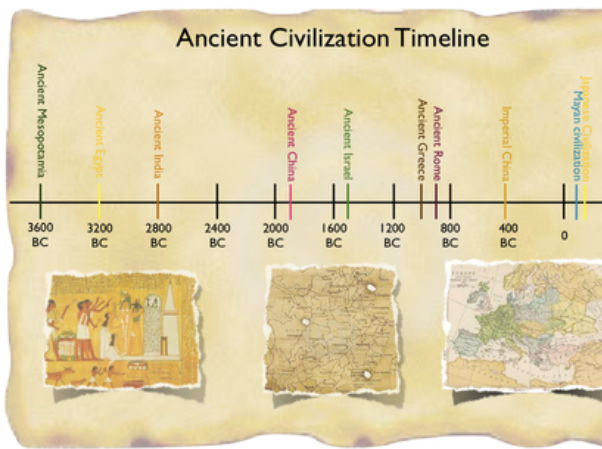
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**Content Area: Social Studies**

- Video: "History of Mesopotamia in 15 Minutes" [The History of Ancient Mesopotamia in 15 Minutes](#)
- Study.com
- Beable: Cross-Curricular Social Studies Literature
- [Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)

● **Possible Anchor Charts:**



- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

**Digital Citizenship Mini-Unit: Finding Credible News**

**Duration: 7 Days**

**Standards:**

**ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

**Knowledge and Skills**

**Enduring Understandings:**

- Learn reasons that people put false or misleading information on the internet.
- Learn criteria for differentiating fake news from credible news.
- Practice evaluating the credibility of information they find on the internet.

**Essential Questions:**

- How do we find credible information on the internet?
- Why do we need to find credible information on the internet?
- What are some clues we see on credible websites?

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### Instructional and Supplemental Materials

- BrainPop Jr.
- Common Sense Media
- ISTE

Unit 4: Egypt

Duration: 30 days

### Suggested Accommodations

#### Multilingual Learners:

- Provide clear and specific directions
- Provide extended time
- Pre-teach vocabulary
- Provide written directions with models and diagrams when possible
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension

#### Special Education/Students with Disabilities:

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

#### 504 Plans:

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

#### Gifted and Talented:

- Differentiated assignments/projects/assessments
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Differentiate learning pace using curriculum acceleration
- Higher level texts

#### Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

#### Economically Disadvantaged:

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<ul style="list-style-type: none"> <li>Be flexible with assignments</li> <li>Phone conferences as an alternative.</li> <li>Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials</li> </ul> <p><b>Culturally Diverse:</b></p> <ul style="list-style-type: none"> <li>Involve families in student learning</li> <li>Provide social/emotional support</li> <li>Respect cultural traditions</li> </ul>
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<b>Correlation Key</b>		
<b>Holocaust</b>	<b>Amistad</b>	Asian Americans and Pacific Islanders

<b>Social Studies Practices</b>	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing

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and  
Explanations

findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

### New Jersey Student Learning Standards

- **6.2.8.CivicsPI.2.a:** Explain how/why different early river valley civilizations developed similar forms of government and legal structures
- **6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations
- **6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- **6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- **6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- **6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- **6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- **6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- **6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline
- **6.2.8.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.
- **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.HistoryUP.3.a:** Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality

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### Interdisciplinary Connections

#### English Language Arts

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- **RI.IT.6.3.** Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RL.TS.6.4.** Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **RL.CT.6.8.** Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
- **RI.CT.6.8.** Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
- **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.II.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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

- **9.1.8.PB.5:** Identify factors that affect one's own goals, including peers, culture, location, and past experiences
- **9.4.8.GCA.1:** Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- **9.4.8.GCA.2:** Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

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<u>Career Readiness, Life Literacies, and Key Skills Practices</u>	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Attend to financial well-being.	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the

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aligned to personal goals.	pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

<b>Evidence of Student Learning</b>
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<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Create a message using hieroglyphics</li> <li>● Teacher observation</li> <li>● Create a message using hieroglyphics</li> <li>● Describe Hatshepsut's strengths as a leader and difficulties she might have faced not being in the typical woman's role.</li> <li>● Explain the mummification process.</li> <li>● Create a cartouche.</li> <li>● Create a map of the Nile River Valley.</li> <li>● List and explain the three Egyptians seasons.</li> <li>● Exit cards</li> <li>● Daily Classwork</li> <li>● Classwork discussion</li> <li>● Virtual Field trip</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Google slide show presentation</li> <li>● Reader's Theater</li> <li>● Modified tests, quizzes, classwork</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Writing Prompts:             <ul style="list-style-type: none"> <li>- Why writing was important to the Mesopotamians</li> <li>- How do you think King Tut died?</li> </ul> </li> <li>● End of Unit Tests</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Presentation</li> <li>● Digital Story</li> <li>● KWL Charts</li> <li>● Open-ended question responses with drawings</li> <li>● Pre/Post Assessment</li> </ul>

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<ul style="list-style-type: none"> <li>● End of Unit Projects: Egyptian Newspaper, Gallery Walk</li> <li>● Evidence-Based Essay</li> </ul>	
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<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Communities continue to grow along rivers for survival and resources.</li> <li>● The Nile gave life to Egypt.</li> <li>● The New Kingdom was another period of advancement for Egypt.</li> <li>● The prosperity of Egypt encouraged advances in the arts, religion, mathematics and the sciences.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What made ancient Egypt a rich and powerful civilization in Africa?</li> <li>● How did the Egyptians use their written language?</li> <li>● How did Egyptians incorporate religion into their daily life, government, and culture?</li> <li>● Why was Egypt considered a theocracy?</li> <li>● What is the relationship between Nubia (Kush) and Ancient Egypt?</li> <li>● Who were some influential pharaohs and how did their rule affect Egypt's growth?</li> <li>● How did Egyptian pharaohs rule their people and how were they able to do this?</li> <li>● What scientific accomplishments are the Egyptians still known for today?</li> <li>● Why were the pyramids built and who is believed to have built them?</li> <li>● How did ancient Egypt's economy depend on the Nile River and what made the river such a desirable place to settle?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<p><b>Suggested Activities/Resources:</b></p> <ul style="list-style-type: none"> <li>● Fertile Crescent, Nile, and Nubia Map</li> <li>● Re's Riches Egyptian Social Pyramid Game</li> <li>● Egyptian Social Pyramid Activity</li> <li>● Museum of Archaeology and Anthropology Loan Box</li> <li>● Students will write their names in hieroglyphics. <a href="#">What Are Hieroglyphs?</a>   <a href="#">Wonderopolis</a></li> <li>● Studies Weekly World History Week 6 "Life in Ancient Egypt"</li> <li>● Studies Weekly World History Week 7 "Pyramids"</li> <li>● Brain Pop "Egyptian Pharaohs"</li> <li>● Brain Pop "Mummies"</li> <li>● Flocabulary "Ancient Egypt"</li> </ul>	<p><b>Varied Levels of Text:</b></p> <ul style="list-style-type: none"> <li>● <i>Hatshepsut</i> by Catherine Andronik</li> <li>● <i>Cleopatra</i> by Diane Stanley</li> <li>● <i>Great Ancient Egypt Projects You Can Build Yourself</i> by Carmella Van Vleet</li> <li>● <i>Egyptology series</i> by Emily Sands</li> <li>● <i>Secrets of the Sphinx</i> by James Cross Giblin</li> <li>● <i>DK Eyewitness Ancient Egypt</i> by George Hart</li> <li>● <i>A Place in the Sun Solving a Mystery of Ancient Egypt</i> by Jill Rubalcaba</li> <li>● <i>Cleopatra VII: Daughter of the Nile (Royal Diaries series)</i> by Kristina Gregory</li> <li>● <i>The Red Pyramid</i> by Rick Riordan</li> <li>● <i>The Golden Goblet</i> by Eloise Jarvis McGraw</li> <li>● <i>The Egypt Game</i> by Zilpha Keatley Snyder</li> <li>● <i>Pharaoh's Daughter: A Novel Of Ancient Egypt</i> by Julius Lester</li> </ul>
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| <ul style="list-style-type: none"> <li>● Mr. Nicky Song parody “Ancient Tutankhamun”</li> <li>● Mr. Dowling's Electronic Passport - Ancient Egypt <a href="#">Ancient Egypt - the Gift of the Nile - mrdowling.com</a></li> <li>● Investigate Mummy X Simulation</li> <li>● British Museum Mummification Simulation <a href="#">Ancient Egypt   British Museum</a></li> <li>● University of Chicago Mummification Game <a href="#">Mummy</a></li> <li>● Seega Board Game</li> <li>● NeoK12-Ancient Egypt videos</li> <li>● BBC Bitesize Learner Guide and Class Clips “Slavery and Its Abolition” <a href="https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1">https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1</a></li> <li>● BBC Bitesize Learner Guide and Class Clips “Ancient Egypt” <a href="#">Ancient Egypt - KS2 History - BBC Bitesize</a></li> <li>● Students will research a great Pharaoh and write about their positive contributions, famous buildings they built, and where they were buried.<br/><a href="http://www.ducksters.com/history/ancient_egyptian_pharaohs.php">http://www.ducksters.com/history/ancient_egyptian_pharaohs.php</a></li> <li>● Students will discover how Egyptians were mummified and become an embalmer.</li> <li>● Students will take a virtual tour of the Great pyramid of Giza <a href="#">Explore Ancient Egypt   NOVA   PBS</a></li> <li>● Students will create a canopic jar.</li> <li>● Students will find out the effects of “natron” on the human body and why the Egyptians thought it was so important to be mummified this way. (mummified potato or hot dog)</li> <li>● Students will gather evidence about the mysterious deaths in ancient Egypt while playing a game and then decide on a theory concerning these deaths. (<i>Mysteries in History: King Tut</i>)</li> <li>● Students will participate in a reader’s theater play about Ancient Egypt. The plays represent several of the roles in Ancient Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play. Possible Ancient Egypt Scripts:             <ul style="list-style-type: none"> <li>● Saba the Farmer</li> <li>● Misa the Merchant</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● <i>Who Was King Tut?</i> By Roberta Edwards</li> <li>● <i>Daily Life in Ancient Egypt</i> by Nicole Walker</li> <li>● <i>National Geographic Kids’ Everything Ancient Egypt</i></li> <li>● Readworks: <i>The King of Bling, The Kush Kingdoms, Where Did KingTut’s Get His Eyebrows, The White Dessert, Ancient Egypt and the Pyramids, Bread Baking Now and Then, Religion and Architecture: A History of Great Buildings, News Shorts: Tomb Raiders, Ancient Egypt The Legend of the Pharaoh’s Curse, Ancient Egypt Making Mummies, Pet Cemetery, News Shorts: Tomb Raiders, Royal Pain, Across the Lake, Nefertari’s Tomb, Buried Treasure, Ancient Egypt Queen of the Nile</i></li> <li>● Newsela articles:             <ul style="list-style-type: none"> <li>“Who Ruled the World? In Ancient Egypt, Oftentimes It Was Women”<br/><a href="https://newsela.com/read/women-rulers-egypt/id/51158/?collection_id=339&amp;search_id=e24978bd-af32-43a9-8123-f691ecb19ded">https://newsela.com/read/women-rulers-egypt/id/51158/?collection_id=339&amp;search_id=e24978bd-af32-43a9-8123-f691ecb19ded</a></li> <li>“Rosetta Stone: The Key to Cracking the Code of Egyptian Hieroglyphics”<br/><a href="https://newsela.com/read/natgeo-rosetta-stone-hieroglyphics/id/2000003242/?collection_id=339&amp;search_id=185a3c55-db29-49dd-a81b-c94da23a201a">https://newsela.com/read/natgeo-rosetta-stone-hieroglyphics/id/2000003242/?collection_id=339&amp;search_id=185a3c55-db29-49dd-a81b-c94da23a201a</a></li> <li>“Agriculture of Ancient Egypt”<br/><a href="https://newsela.com/read/lib-ancient-egypt-agriculture-trade/id/33146/?collection_id=339&amp;search_id=8865d626-105c-4fac-ae32-0859948f96bb">https://newsela.com/read/lib-ancient-egypt-agriculture-trade/id/33146/?collection_id=339&amp;search_id=8865d626-105c-4fac-ae32-0859948f96bb</a></li> <li>“The Pyramids of Ancient Egypt”<br/><a href="https://newsela.com/read/lib-history-pyramids-egypt/id/33137/?collection_id=339&amp;search_id=48daa248-95ed-4ae9-8523-b82f8eb83a7c">https://newsela.com/read/lib-history-pyramids-egypt/id/33137/?collection_id=339&amp;search_id=48daa248-95ed-4ae9-8523-b82f8eb83a7c</a></li> <li>“Science and Engineering of Ancient Egypt”<br/><a href="https://newsela.com/read/lib-ancient-egypt-science-technology/id/33652/?collection_id=339&amp;search_id=a2ee5daa-35dd-4656-bd46-f05fa1d436c">https://newsela.com/read/lib-ancient-egypt-science-technology/id/33652/?collection_id=339&amp;search_id=a2ee5daa-35dd-4656-bd46-f05fa1d436c</a></li> <li>“Ancient Egypt: Women in Society”<br/><a href="https://newsela.com/read/elem-hist-egypt-women/id/27175/?collection_id=339&amp;search_id=ad26da97-807b-46d1-a572-7755504ff69b">https://newsela.com/read/elem-hist-egypt-women/id/27175/?collection_id=339&amp;search_id=ad26da97-807b-46d1-a572-7755504ff69b</a></li> <li>“Ancient Egypt: Social Structure”<br/><a href="https://newsela.com/read/elem-hist-egypt-soc">https://newsela.com/read/elem-hist-egypt-soc</a></li> </ul> </li> </ul> |
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<ul style="list-style-type: none"> <li>● Building the Pyramids</li> <li>● Shunat the Scribe Student</li> <li>● Anen the Artist</li> <li>● Pentah the Priest</li> <li>● Beshut the Burial Priest</li> <li>● Shaan the Nobleman's Wife</li> <li><a href="http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf">http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf</a></li> <li>● Students will participate in the "Welcome to Pyramid Building" webquest. <a href="#">Mummification and Pyramid building   Create WebQuest</a></li> <li>● "National Geographic Egypt 101" <a href="#">Ancient Egypt 101   National Geographic</a></li> <li>● "What Did Ancient Egypt Look Like? Cinematic Animation" <a href="#">What Did Ancient Egypt Look Like? (Cinematic Animation)</a></li> <li>● "Ancient Egypt for Kids" <a href="#">What Did Ancient Egypt Look Like? (Cinematic Animation)</a></li> <li>● "Planet Egypt Birth of An Empire" by the History Channel. <a href="#">Planet Egypt: Birth of an Empire (S1, E1)   Full Episode   History</a></li> <li>● "What If You Lived in Ancient Egypt" <a href="https://www.youtube.com/watch?v=WqJd8slanlo">https://www.youtube.com/watch?v=WqJd8slanlo</a></li> <li>● Ancient Egypt Virtual Field Trip: <a href="#">The Curse of Pharaoh Tutankhamen Brooklyn Museum and the Precinct of Mut Gold: The True Color of Royalty Ancient Egypt Rediscovered</a></li> <li>● Studies Weekly Resources</li> <li>● Study.com</li> <li>● Beable: Cross-Curricular Social Studies Literature</li> </ul>	<p><a href="#">iety/id/27171/?collection_id=339&amp;search_id=e5351f39-d696-4dde-b97c-10e4af311788</a> "Ancient Egyptian Social Structure" <a href="https://newsela.com/read/lib-ushistory-egyptian-social-structure/id/27977/?collection_id=339&amp;search_id=b13f5092-f2ac-43ed-9a89-2052ab46340f">https://newsela.com/read/lib-ushistory-egyptian-social-structure/id/27977/?collection_id=339&amp;search_id=b13f5092-f2ac-43ed-9a89-2052ab46340f</a></p> <p>"Ancient Egyptian Dynasties" <a href="https://newsela.com/read/elem-hist-egypt-dynasties/id/27172/?collection_id=339&amp;search_id=4b845d12-7a66-40a2-9637-4c228287cb57">https://newsela.com/read/elem-hist-egypt-dynasties/id/27172/?collection_id=339&amp;search_id=4b845d12-7a66-40a2-9637-4c228287cb57</a></p> <ul style="list-style-type: none"> <li>● Readworks: <a href="#">Nefertari's Tomb</a> <a href="#">Where Did King Tut Get His Eyebrows? News Shorts: Tomb Raiders</a></li> <li>● Achieve3000: <a href="#">Tut's Treasures</a> <a href="#">The Heart of a Princess</a> <a href="#">Ancient Middle East: Will This Pyramid Draw Crowds?</a> <a href="#">The Face of the Mummy</a> <a href="#">In the Shadow of Pyramids</a> <a href="#">Ancient Middle East: King Tut Questions Answered</a></li> <li>● Reading A-Z: Egypt <a href="https://www.readinga-z.com/books/leveled-books/book/?id=2002&amp;langId=1">https://www.readinga-z.com/books/leveled-books/book/?id=2002&amp;langId=1</a></li> <li>● Reading A-Z: Ramses II <a href="https://www.readinga-z.com/books/leveled-books/book/?id=2860&amp;langId=1">https://www.readinga-z.com/books/leveled-books/book/?id=2860&amp;langId=1</a></li> <li>● <a href="#">Amistad Literature Resources</a></li> <li>● <a href="#">Holocaust Literature Resources</a></li> </ul>
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<b>Unit 5: India</b>	<b>Duration: 30 Days</b>
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<b>Suggested Accommodations</b>
<p><b>Multilingual Learners:</b></p> <ul style="list-style-type: none"> <li>● Provide clear and specific directions</li> <li>● Provide extended time</li> <li>● Provide written directions with models and diagrams when possible</li> </ul> <p><b>Special Education/Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>● Follow specific IEP accommodations and modifications</li> </ul>

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- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check in's during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.

**504 Plans:**

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions

**Gifted and Talented:**

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts

**Students in Need of Academic Support:**

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible

**Economically Disadvantaged:**

- Be flexible with assignments
- Phone conferences as an alternative.
- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials.

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions

### Correlation Key

**Holocaust**

**Amistad**

**Asian Americans and Pacific Islanders**

### Social Studies Practices

Developing Questions and Planning Inquiry

Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.

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Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

<u><a href="#">New Jersey Student Learning Standards</a></u>	
●	<b>6.2.8.CivicsPI.2.a:</b> Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
●	<b>6.2.8.CivicsHR.2.a:</b> Determine the role of slavery in the economic and social structures of early river valley civilizations.
●	<b>6.2.8.GeoSV.2.a:</b> 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).
●	<b>6.2.8.GeoHE.2.a:</b> Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
●	<b>6.2.8.GeoGE.2.a:</b> Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

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- **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.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.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.
- **6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- **6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- **6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- **6.2.8.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).
- **6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- **6.2.8.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.

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### Interdisciplinary Connections

#### English Language Arts:

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- **RI.IT.6.3.** Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RL.TS.6.4.** Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.II.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

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- **SL.ES.6.3.** Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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

- **9.1.8.PB.5:** Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

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

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to

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	<p>issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>
<p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>
<p>Model integrity, ethical leadership and effective management.</p>	<p>Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.</p>
<p>Plan education and career paths aligned to personal goals.</p>	<p>Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
<p>Use technology to enhance productivity increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

<b>Evidence of Student Learning</b>	
<b>Formative Tasks:</b>	<b>Alternative Assessments:</b>

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<ul style="list-style-type: none"> <li>● World History Studies Weekly: Week 13 Ancient India</li> <li>● Indus River Valley Map</li> <li>● Warm-up Questions</li> <li>● Flocabulary Ancient India</li> <li>● Flocabulary Major World Religions</li> </ul>	<ul style="list-style-type: none"> <li>● Brainpop <a href="https://www.brainpop.com/search/?keyword=India">https://www.brainpop.com/search/?keyword=India</a></li> <li>● Ancient India Song Parody</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Indian Caste System Simulation</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Completed Lapbook</li> <li>● Wordle</li> <li>● Oral Presentation</li> <li>● Digital Story</li> <li>● KWL Charts</li> <li>● Open-ended question responses with drawings</li> </ul>

<b>Knowledge &amp; Skills</b>
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<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The development of civilizations along rivers continues.</li> <li>● The Indus Valley gave life to ancient India</li> <li>● The relationship between reincarnation and karma.</li> <li>● Why religions developed in this region.</li> <li>● How the complex social system of ancient India developed.</li> <li>● The contributions and inventions of ancient India.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is one reason that scholars do not completely understand some important parts of Harappan society?</li> <li>● Why does the Caste System have such strict rules?</li> <li>● How does Hinduism reinforce followers' willingness to remain within their castes?</li> <li>● What are the accomplishments of the Gupta Empire?</li> <li>● How are Buddhist teachings different from Hinduism, Jainism, and Sikhism?</li> <li>● How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom?</li> <li>● Why is Asoka considered one of the greatest of all Mauryan rulers?</li> <li>● Why do we call the numbers we use today Hindu-Arabic numerals?</li> <li>● How did the caste system affect the lives of most people in India?</li> <li>● Which of the ancient Indians' achievements do you think is most impressive? Why?</li> </ul>
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<b>Core Instructional &amp; Supplemental Materials</b>
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<b>Suggested Activities/Resources:</b>	<b>Varied Levels of Text:</b>
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| <ul style="list-style-type: none"> <li>● Document camera to display texts for shared reading</li> <li>● YouTube</li> <li>● Interactive Maps</li> <li>● Shared reading - various articles to be displayed using the document camera and Smart Board</li> <li>● World History Studies Weekly: Week 13 Ancient India</li> <li>● Flocabulary Ancient India "It Goes Round and Round"</li> <li>● Flocabulary Major World Religions "Major World Religions"</li> <li>● Video: "Let's Look at World Religions: Hinduism"</li> <li>● Video: "Let's Look at World Religions: Sikhism"</li> <li>● Video: "Let's Look at World Religions: Buddhism"</li> <li>● Video: "Time Warp Trio: Dude, Where's My Karma?"</li> <li>● Mr. Nicky (Ancient India) <a href="#">ANCIENT INDIA song by Mr. Nicky</a></li> <li>● Indus River Valley Map</li> <li>● Hindu-Arabic number system</li> <li>● Ancient India Song parody and rubric</li> <li>● Sanskrit Writing PowerPoint</li> <li>● BBC Indus Valley Webquest "What was everyday life like in the Indus Valley" <a href="#">Indus Valley - KS2 History - BBC Bitesize</a></li> <li>● <a href="#">What was everyday life like in the Indus Valley? - BBC Bitesize</a></li> <li>● <a href="#">Who were the Indus people and how did they live? - BBC Bitesize</a></li> <li>● Venn Diagram of Ancient India's Religions</li> <li>● Heartbeat Meditation Activity</li> <li>● Indian Caste System Simulation</li> <li>● "The Legend of Buddha"</li> <li>● Mini Play "Aryans in the Indus River Valley"</li> <li>● Mini Play "Class and Duty in the Hindu Religion"</li> <li>● Play "The Buddha and the Five Visitors"</li> <li>● Play "Asoka and the Mauryan Empire"</li> <li>● Play "To Tell the Truth with Gandhi"</li> <li>● Hindu Gods Identity Cards</li> <li>● Studies Weekly Resources</li> <li>● Beable- Cross-Curricular Social Studies Literature</li> <li>● Study.com</li> </ul> | <ul style="list-style-type: none"> <li>● Scholastic Junior "India: Between Past and Present"</li> <li>● Kids Discover "Ancient India"</li> <li>● Primary Source: "Mohandas Gandhi's Autobiography"</li> <li>● Primary Source: "The Story of Savitri from India's Mahabharata"</li> <li>● Leveled Text World Cultures: "Early India"</li> <li>● Readworks "Legend of Ganga-ji"</li> <li>● Readworks "Buddhism the Open Mind"</li> <li>● Readworks "Ancient Civilizations"</li> <li>● Readworks "The Sitar"</li> <li>● Readworks "Indus River Valley Civilizations"</li> <li>● Readworks "Dancing Ganesha"</li> <li>● Readworks "Guanyin"</li> <li>● Readworks "The British Empire - Mohandas K. Gandhi"</li> <li>● Readworks "About the Island"</li> <li>● Readworks "Landlocked"</li> <li>● Readworks "On the Streets of New Delhi"</li> <li>● <i>The Little Book of Hindu Deities</i> by Sanjay Patel</li> <li>● Purana - Ancient India</li> <li>● <i>Girls of Ancient India: A Chola Adventure</i> by Anu Kumar</li> <li>● <i>Girls of Ancient India: A Mauryan Adventure</i> by Subhadra Sen Supta</li> <li>● <i>Girls of Ancient India: A Harappan Adventure</i> by Sunila Gupte</li> <li>● <i>Hands-On History! Ancient India: Discover the Rich Heritage of the Indus Valley and the Mughal Empire</i></li> <li>● <i>Indian History: Fun and Facts</i> by Piali Banerjee</li> <li>● <i>Let's go time traveling: Life in India Through the Ages</i> by Subhadra Sen Gupta</li> <li>● <i>The Incredible History of India's Geography</i> by Sanjeev Sanyal</li> <li>● <i>Hands-On History! Ancient India</i> by Daud Ali</li> <li>● <i>Ancient India (The Ancient World)</i> by Allison Lassieur</li> <li>● <i>Elephant's Friend and Other Tales from Ancient India</i> by Marcia Williams</li> <li>● <i>Taj Mahal</i> by Raz-Kids</li> <li>● Newsela</li> <li>● <a href="https://newsela.com/read/lib-multimedia-map-ancient-india-geography/id/2000002720/?collection_id=339&amp;search_id=f7924a01-5ea7-46bc-8bd9-5fb1b021fd3b">https://newsela.com/read/lib-multimedia-map-ancient-india-geography/id/2000002720/?collection_id=339&amp;search_id=f7924a01-5ea7-46bc-8bd9-5fb1b021fd3b</a></li> </ul> |
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<ul style="list-style-type: none"> <li>● NewsELA Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://newsela.com/read/natgeo-life-ancient-cities-indus/id/53422/?collection_id=339&amp;search_id=505b6b19-ffa1-455f-8d85-9500b5262fb8">https://newsela.com/read/natgeo-life-ancient-cities-indus/id/53422/?collection_id=339&amp;search_id=505b6b19-ffa1-455f-8d85-9500b5262fb8</a></li> <li>● <a href="https://newsela.com/read/lib-Early-Civilization-Indus-Valley/id/32772/?collection_id=339&amp;search_id=de68e97c-c931-4b85-9d06-36f9649e6858">https://newsela.com/read/lib-Early-Civilization-Indus-Valley/id/32772/?collection_id=339&amp;search_id=de68e97c-c931-4b85-9d06-36f9649e6858</a></li> <li>● <a href="https://newsela.com/read/lib-harappa-ancient-art-inventions/id/33819/?collection_id=339&amp;search_id=c5852c0e-a31b-4a0e-bcbf-e3accf756fdb">https://newsela.com/read/lib-harappa-ancient-art-inventions/id/33819/?collection_id=339&amp;search_id=c5852c0e-a31b-4a0e-bcbf-e3accf756fdb</a></li> <li>● <a href="#">Amistad Literature Resources</a></li> <li>● <a href="#">Holocaust Literature Resources</a></li> </ul>
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<b>Digital Citizenship Mini-Unit: Digital Drama Unplugged</b>	<b>Duration: 7 Days</b>
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**Standards:**  
**ISTE Standards 1.2 Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.**

**Knowledge and Skills**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Reflect on how easily drama can escalate online.</li> <li>● Identify de-escalation strategies when dealing with digital drama.</li> <li>● Reflect on how digital drama can affect not only oneself but also those around us.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How can you de-escalate digital drama so it doesn't go too far?</li> <li>● What are some ways you can de-escalate drama online?</li> <li>● When should you involve an adult after interactions online?</li> </ul>
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**Instructional and Supplemental Materials**

- BrainPop Jr.
- Common Sense Media
- ISTE

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**Unit 6: China**

**Duration: 30 Days**

### Suggested Accommodations

#### **Multilingual Learners:**

- Provide clear and specific directions
- Provide extended time
- Provide written directions with models and diagrams when possible
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Implement pre-reading strategies such as picture walks or topic discussions
- Utilize graphic organizers to help provide a purpose for reading and increase comprehension

#### **Special Education/Students with Disabilities:**

- Follow specific IEP accommodations and modifications
- Strategic grouping (Guided Reading, Strategy Groups)
- Pre-teach concepts
- Small group for assessments
- Check ins during group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Repeat instructions
- Model expectations
- Provide study guide

#### **504 Plans:**

- Follow specific 504 accommodations and modifications
- Preferential Seating
- Extended time on tests and assignments
- Restate directions
- Provide study guide

#### **Gifted and Talented:**

- Differentiated assignments/projects/assessments
- Differentiate learning pace using curriculum acceleration
- Higher level texts
- Promote creativity and critical thinking

#### **Students in Need of Academic Support:**

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Be flexible
- Offering help, encouragement, and caring when needed

#### **Economically Disadvantaged:**

- Be flexible with assignments
- Phone conferences as an alternative.

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- Provide access to computers, magazines, newspapers, and books so low-income students can see and work with printed materials

**Culturally Diverse:**

- Involve families in student learning
- Provide social/emotional support
- Respect cultural traditions
- Communicate high expectations for the success of all students

<b>Correlation Key</b>		
<b>Holocaust</b>	<b>Amistad</b>	<b>Asian Americans and Pacific Islanders</b>

<b>Social Studies Practices</b>	
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

<a href="#"><u>New Jersey Student Learning Standards</u></a>
<ul style="list-style-type: none"> <li>● <b>6.2.8.CivicsPI.2.a:</b> Explain how/why different early river valley civilizations developed similar forms of</li> </ul>

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government and legal structures.

- **6.2.8.CivicsHR.2.a:** Determine the role of slavery in the economic and social structures of early river valley civilizations.
- **6.2.8.GeoSV.2.a:** Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
- **6.2.8.GeoHE.2.a:** Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- **6.2.8.GeoGE.2.a:** Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
- **6.2.8.HistoryCC.2.a:** Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- **6.2.8.HistoryCC.2.b:** Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations
- **6.2.8.HistoryCC.2.c:** Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- **6.2.8.HistoryCA.2.a:** Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
- **6.2.8.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.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.
- **6.2.8.GeoPP.3.a:** Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- **6.2.8.GeoPP.3.b:** Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
- **6.2.8.EconGE.3.a:** Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- **6.2.8.HistoryCC.3.a:** Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.

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- **6.2.8.HistoryUP.3.c:** Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- **6.2.8.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.

### Interdisciplinary Connections

#### English Language Arts

- **RL.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- **RI.CR.6.1.** Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
- **RL.CI.6.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.CI.6.2.** Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.IT.6.3.** Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
- **RI.IT.6.3.** Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **RL.TS.6.4.** Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
- **RI.TS.6.4.** Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
- **W.AW.6.1.** Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.

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- **W.IW.6.2.** Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.WP.6.4.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
- **W.SE.6.6.** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **SL.PE.6.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.II.6.2.** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.ES.6.3.** Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.PI.6.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
- **SL.UM.6.5.** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.AS.6.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Computer Science and Design Thinking

- **8.2.8.ITH.1:** Explain how the development and use of technology influences economic, political, social, and cultural issues.
- **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.
- **8.2.8.NT.4:** Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

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

- **9.1.8.PB.5:** Identify factors that affect one’s goals, including peers, culture, location, and past experiences.
- **9.4.8.TL.3:** Select appropriate tools to organize and present information digitally.

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

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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<p>Use technology to enhance productivity increase collaboration and communicate effectively.</p>	<p>Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.</p>
<p>Work productively in teams while using cultural/global competence.</p>	<p>Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>

### Evidence of Student Learning

<p><b>Formative Tasks:</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Exit cards</li> <li>● Student Lead lessons and assessments Warm-up Responses</li> <li>● Kahoot</li> <li>● Quizlet</li> <li>● GimKit</li> </ul>	<p><b>Alternative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Open ended questions</li> <li>● KWL</li> <li>● Studies Weekly Assessment</li> <li>● Student Lead Instruction and Assessments</li> <li>● Modified Classwork, Assignments, and Assessments</li> </ul>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Portfolio Assessment Piece</li> <li>● Unit Tests</li> <li>● Timed Writing Piece</li> </ul>	<p><b>Benchmark Assessments:</b></p> <ul style="list-style-type: none"> <li>● Oral Presentation</li> <li>● Digital Story</li> <li>● KWL Charts</li> <li>● Open-ended question responses with drawings</li> <li>● Google Slides Presentation</li> </ul>

### Knowledge & Skills

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Students will understand the differences between philosophies established in China.</li> <li>● Students will understand the principles and beliefs of Confucianism, Daoism, Legalism, and Buddhism.</li> <li>● Students will understand that Ancient China had dynastic rule.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What were the main ideas of Confucianism, Legalism, and Daoism?</li> <li>● Why did the three major philosophies of China all develop during the same era?</li> <li>● How were the rights of citizens and political leaders in China influenced by cultural and religious beliefs?</li> </ul>
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| <ul style="list-style-type: none"><li>• Students will understand that cultural and religious beliefs impacted political rule in China.</li><li>• Students will understand that the geographic isolation influenced the development of a strong Chinese culture.</li><li>• Students will understand the positive and negative effects of the Silk Road.</li><li>• Students will understand the achievements of the Han Dynasty as well as the reasons for their decline.</li><li>• Students will understand that the invention of the Great Wall allowed for protection from invaders which led to a stronger Chinese culture.</li><li>• Students will understand that the Chinese contributed many important achievements that we still use today.</li><li>• Students will be able to understand that the philosophies established in Ancient China are still practiced today in different parts of the world.</li></ul> | <ul style="list-style-type: none"><li>• What was the Silk Road and what were its positive and negative effects to the Chinese culture?</li><li>• What were the major achievements of the Han Dynasty, and why did it collapse?</li><li>• What were the lasting achievements of the Ancient Chinese?</li><li>• How did the ancient Chinese philosophies influence social, cultural, and political beliefs?</li></ul> |
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### Core Instructional & Supplemental Materials

#### Suggested Activities/Resources:

- Huang-He River Valley Map
- Achieve3000
- BBC Bitesize Learner Guide and Class Clips “Ancient China” [Shang Dynasty - KS2 History - BBC Bitesize](#)
- [Nova YouTube Channel](#)
- [PBS Learning Media](#)
- [How did Chinese Civilization begin? \(Shang and Zhou dynasties\) Bronze Age China history explained](#)
- Studies Weekly World History Week 14 Ancient China
- Brain Pop “The Great Wall China”
- [BrainPOP](#)
- Brain Pop “Silk Road” <https://www.brainpop.com/socialstudies/world/history/silkroad/>
- Flocabulary “Ancient China”
- Flocabulary “The Art of War and Legalism”
- Flocabulary “Major World Religions”
- Activities: Students will explore the history, culture and geography of China in a variety of

#### Varied Levels of Text:

- *Ancient China* by Mel Friedman
- *Ancient China: An Interactive History Adventure* by Terry Collins
- *Ancient China* by DK and Arthur Cotterell
- *The Story of Ancient China* by Suzanne Art
- *Ancient China* by Ann Tatlock
- *Ancient China* by Valerie Bodden
- *The Emperor’s Army* by Virginia Walton Pilegard
- Primary Source “The Teachings of Confucius and Laozi”
- Newsela Articles
  - [The Fall of the Han Dynasty](#)
  - [Legalism, an ancient Chinese Philosophy](#)
  - [Polytheism in World Religions](#)
  - [An overview of imperial China’s dynasties](#)
  - [Tang Dynasty — The Golden Age of China](#)
  - [Taoism and Confucianism — Ancient Philosophies](#)

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periods using the folk motif of the dragon as a focal point. [Chinese Dragon: A Powerful Metaphor in Chinese Cultural History: Home](#)

- [Puppets on the Move: China and the Silk Road](#)
  - Take a virtual tour of The Great Wall of China [The Great Wall of China](#)
  - British Museum's website on ancient China <http://www.ancientchina.co.uk/staff/main.html>
  - Video about the Han Dynasty <http://www.ancientchina.co.uk/staff/main.html>
  - Video about the Han Dynasty and the Silk Road
  - Mr. Donn's website [Ancient China Lesson Plans, Activities, Projects and Games for Teachers](#)
  - Flocabulary
  - Ducksters: [History: Ancient China for Kids](#)
  - History.com [Ancient China: Religion and Dynasties \(Video\) | HISTORY](#)
  - Historyforkids.net [China - History for kids](#)
  - Translating Confucius sayings
  - Making a Chinese Wheel of Fortune
  - Chinese Writing System [Chinese script and languages](#)
  - "Journal Through History: China's Contributions to the World" [Journals Through History Ancient China Contributions to the World](#)
  - "Journals Through History: Dynasty to Destiny" [Journals Through History Ancient China Contributions to the World](#)
  - "Arizona Smith: Ancient China" [Ancient China for Kids](#)
  - "National Geographic: Great Wall of China" [National Geographic - The Great Wall of China - Documentary](#)
  - Khan Academy "Ancient China" [Ancient China | Early Civilizations | World History | Khan Academy](#)
  - Horrible Histories "Challenging China" [HH 1x04 Challenging China](#)
  - Time Warp Trio "Wushu Were Here Part 1"
  - PBS "Secrets of the Dead" Terracotta Soldiers [Secrets of China's Terracotta Warriors Full Documentary](#)
  - Daily Life in Ancient China from Mr. Donn [Mr. Donn: China](#)
- Achieve 3000 Articles:
    - [Hidden Army](#)
    - [A Really](#)
  - Chapter on ancient China [Ancient China](#)
  - Play "The Shang Dynasty: The Birth of Chinese Civilization"
  - Play "Ancient China: The Ch'in and Han Dynasties, 221-87 B.C."
  - Mini Play "A Tale of Two Chinas"
  - Mini Play "The Q'in Dynasty"
  - Mini Play "Schools of Thought in China"
  - Reading A-Z: The Great Wall of China <https://www.readinga-z.com/books/leveled-books/book/?id=2324&langId=1>
  - [Amistad Literature Resources](#)
  - [Holocaust Literature Resources](#)

## Little Egg Harbor School District Curriculum Guide

Grade: 6th

Content Area: Social Studies

- Mr. Dowling's Electronic Passport [Chinese History - Mr. Dowling.com](#)
- Web Links on China and the Great Wall [Web Links on China and the Great Wall](#)
- Three Men's Morris Boardgame
- Beable: Cross-Curricular Social Studies Literature
- [Asian American and Pacific Islander Heritage and History in the US | NEH-Edsitement](#)