

Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas
Trimester 1						
Rocking the World <i>(updated 10/31/23)</i>	<p>SS.6.CG.1.3(A) Examine rule of law in the ancient world and its influence on the United States' constitutional republic. •Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations. •Students will recognize that the rule of law is a foundational principle of the U.S. government.</p> <p>SS.6.E.1.1(A) Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p> <p>SS.6.E.1.2(A) Describe and identify traditional and command economies as they appear in different civilizations.</p> <p>SS.6.E.1.3(A) Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p> <p>SS.6.E.3.1(A) Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p> <p>SS.6.E.3.2(A)</p>	<p>What causes change over time? What patterns can be observed in how civilizations develop? What makes a civilization great? How have we been impacted by Ancient Civilizations? How does geography influence the way people live? Why do people trade? Why does conflict develop?</p> <p><b>Understandings</b> People, places, and ideas change over time.</p> <p>Cultures are held together by shared beliefs and common practices and values. Patterns exist among civilizations</p>	<p><b>Content</b> What are the key characteristics of a civilization? Describe the important achievements of Mesopotamian civilization. Its system of writing (and its importance in record keeping and tax collection). Monumental architecture(the ziggurat) art (large relief sculpture, mosaics, and cylinder seals). Basic principle of justice in Hammurabi's Code ("an eye for an eye"). Geography of Ancient Greece, Rome, India, Egypt, China, and Mesoamerica, Mesopotamia Political structure of Ancient Greece, Rome, India, Egypt, China, and Mesoamerica, Mesopotamia Structure of Ancient Greece, Rome, India, Egypt, China, Mesoamerica, Mesopotamia Major achievements of Ancient Greece, Rome, India, Egypt, China, and Mesoamerica, Mesopotamia Religion of Ancient Greece, Rome, India, Egypt, China, and Mesoamerica, Mesopotamia Identify polytheism (the belief that there are many gods) as the religious belief of people in civilizations. Architecture of Ancient Greece, Rome, India, Egypt, China, Mesoamerica, Mesopotamia How is the world today influenced by Ancient Greece, Rome, India, Egypt, China, Mesoamerica, and Mesopotamia? Important vocabulary/events/wars/people of Ancient Greece: City-State, Democracy, mythology, Polis, Minoans, Olympics, Persian war, Peloponnesian War, Alexander the Great, Hellenistic Culture, Athens, Sparta Important vocabulary/events/wars/people of Ancient Rome: Republic, patrician, plebeian, emperor, senate, dictator, Pax Romana, barbarians, Julius Ceaser, Separation of Powers, aqueducts, roads, baths, taxes Discuss the spread of Christianity in Roman territory. Identify the circumstances that led to Rome's decline – threats from barbarians, •corrupt rule, and a divided empire.</p>	<p><b>LA</b> Debate- What is the greatest Ancient civilizations? <b>Mythology Unit</b> <b>Art-</b> Pottery, cravings, architecture, mosaic,</p>	<p>Chapter 2 Test, Traditional DIRECTIONS: True/False Indicate whether the statement is true or false. _____ 1. A globe of the Earth accurately shows the sizes of continents as well as the shapes of landmasses and bodies of water. _____ 2. Capital is the ability of people to do work. _____ 3. The United States has a market economy, in which each person makes choices about what to make, sell, and buy. _____ 4. A continued rise in prices is a sign of inflation. _____ 5. To become U.S. citizens, people from other countries must go through a process called civic participation. DIRECTIONS: Matching Match each item with its definition. _____ 6. a way of showing the round Earth on a flat map _____ 7. what is given up to make or buy something _____ 8. imaginary lines that circle the Earth from pole to pole _____ 9. system in which each branch of government limits the powers of other branches _____ 10. imaginary lines that circle the Earth parallel to the Equator A. latitude B. longitude C. projection D. checks and balances E. opportunity cost DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question. _____ 11. What are the names of all of the lines on maps and globes that help you find places on the Earth? A. degrees and minutes B. Equator and Prime Meridian C. latitude and longitude D. Northern and Southern Hemispheres Discovering Our Past: A History of the World 15 NAME _____ DATE _____ CLASS _____ Copyright © McGraw-Hill Education. Studying Geography, Economics, and Citizenship Chapter 2 Test, Traditional cont. _____ 12. Geographers often group places into regions. What is a region? A. an awareness of the world B. a physical characteristic, such as a landform C. a physical system, such as a hurricane D. a place that is united by one or more common characteristics _____ 13. What are the four major kinds of resources? A. farmers, merchants, sellers, and buyers B. land, labor, capital, and entrepreneurship C. supply, demand, recession, and inflation D. traditional, command, market, and mixed _____ 14. What type of economy did many hunter-gatherer groups have? A. command economy C. mixed economy</p>	<p>LA Debate- What are the greatest Ancient civilizations? <b>Create 3-D models of physical maps:</b> Students will participate in a simulation in order to learn how physical geography influences the way people live, why people trade, and why people form governments. Historical letters Creation of government systems Create a realistic trade/economic process <b>Presenting Information about Trade in World History</b> Challenge students to research and prepare a graphic presentation about trade in world history. Presentations should include a short history that describes key economic concepts of trade as they relate to an early civilization, such as supply and demand and barter, and explores them in relation to the civilization they have chosen. Students may also want to include a diagram that categorizes products that were traded among early civilizations and gives examples of barriers to the trade of these products.</p>

**Resources**

[Art in History:](#)  
Artifacts/pieces  
of art resulting  
in individual  
certified  
replicas of the  
actual artifact  
or pieces of art

Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.G.1.2(A)  
Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.

SS.6.G.1.4(A)  
Utilize tools geographers use to study the world.

SS.6.G.2.5(A)  
Interpret how geographic boundaries invite or limit interaction with other regions and cultures.

SS.6.G.3.1(A)  
Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.

SS.6.G.4.3(A)  
Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.

SS.6.G.6.1(A)  
Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.

SS.6.CG.1.1(I)  
Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic.  
•Students will identify and explain the democratic principles of government in ancient Greece.

Important vocabulary/events/wars/people of Ancient India: Hinduism, Buddhism, caste system, Aryan, Indus River Valley  
Identify the key components of the major religions of Buddhism and Hinduism, the Gupta Empire

Important vocabulary/events/wars/people of Ancient China: Dynasty, Silk Road, Confucianism, Daoism  
Describe the development of early civilizations and dynasties in China, and the role played by geography that divided and isolated people.

Important vocabulary/events/wars/people of Ancient Egypt, the Nile River, the Pharaohs, afterlife,  
**Skills**  
Distinguish between primary and secondary sources  
Determine a reliable source  
Research skills- Note Taking and Citation  
Develop debating skills  
Draw conclusions  
Form and opinion  
Analytical thinking  
Write a written argument  
identifying basis  
public speaking  
Using facts to support a point of view

B. market economy D. traditional economy  
\_\_\_\_\_ 15. Which of the following is an example of a barrier to trade?  
A. A country bans trade that hurts its own producers.  
B. A country both buys from and sells to other countries.  
C. A country is easy to reach due to its geography.  
D. A country trades goods for other goods and services.

\_\_\_\_\_ 16. The United States has a representative government. What must the government do?  
A. act in the people's interests and protect their rights  
B. control its citizens by being overly powerful  
C. make decisions in legal cases  
D. pay taxes for the services it provides to the American people

\_\_\_\_\_ 17. Why is it important to be a global citizen?  
A. because each branch of the government limits the power of the other branches  
B. because people born in other countries must go through naturalization to become U.S. citizens  
C. because we are all affected by successes and troubles in other countries  
D. because we must obey all federal, state, and local laws  
States, the origins of the key ideas for



•Students will compare and contrast the political systems of ancient Greece and modern-day United States.

•Students will recognize the influence of ancient Greece on the American political process.

SS.6.CG.1.4(I)

Examine examples of civic leadership and virtue in ancient Greece and ancient Rome

•Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world.

SS.6.E.2.1(I)

Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

SS.6.E.3.3(I)

Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4(I)

Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.G.1.1(I)

Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.

SS.6.G.1.3(I)

Identify natural wonders of the ancient world.

SS.6.G.1.5(I)

Use scale, cardinal, and intermediate directions, and estimation of



distances between places on current and ancient maps of the world.

SS.6.G.1.6(I)

Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.

SS.6.G.1.7(I)

Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2.1(I)

Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

SS.6.G.2.2(I)

Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.

SS.6.G.2.3(I)

Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4(I)

Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.

SS.6.G.2.6(I)

Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.2.7(I)

Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.

SS.6.G.3.2(I)

Analyze the impact of



	<p>human populations on the ancient world's ecosystems.</p> <p>SS.6.G.4.1(I) Explain how family and ethnic relationships influenced ancient cultures.</p> <p>SS.6.G.4.2(I) Use maps to trace significant migrations, and analyze their results.</p> <p>SS.6.G.4.4(I) Map and analyze the impact of the spread of various belief systems in the ancient world.</p> <p>SS.6.G.5.2(I) Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p>SS.6.G.5.3(I) Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>SS.6.G.6.2(I) Compare maps of the world in ancient times with current political maps.</p> <p>SS.6.W.1.1(I) Use timelines to identify chronological order of historical events.</p>					
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas
Geography Strand						
<p>Ancient Civilization</p> <p><i>(updated 9/26/23)</i></p>	<p>SS.6.W.1.6(A) Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.6.W.2.1(A) Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p> <p>SS.6.W.2.2(A) Describe how the developments of agriculture and metallurgy related to settlement,</p>	<p>How does religion shape society? How did civilizations begin? What was the greatest technological advance of the Ancient World? What are the greatest Ancient civilizations?</p>	<p>On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean, and the Red Sea. On a modern map, locate Greece, Crete, Turkey, Lebanon, and Syria. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites ancient Israel, and Egypt. On a modern map, locate Egypt, Greece, Israel, Jordan, and Lebanon, the area governed by the Palestinian Authority, Syria, and Turkey On a historical map, identify ancient Rome and trace the extent of the Roman Empire to</p>			<p>Make pottery based on various time periods.</p> <p><b>Ancient Egypt and Kush:</b> To understand the function of the sarcophagus in ancient Egypt by creating a personal sarcophagus representing oneself and one's interests. Students will plan and construct the sarcophagus, explain its designs</p>

**Resources**

<p>population growth, and the emergence of civilization.</p> <p>SS.6.W.2.3(A) Identify the characteristics of civilization.</p> <p>SS.6.W.2.4(A) Compare the economic, political, social, and religious institutions of ancient river civilizations.</p> <p>SS.6.W.2.5(A) Summarize important achievements of Egyptian civilization.</p> <p>SS.6.W.2.6(A) Determine the contributions of key figures from ancient Egypt.</p> <p>SS.6.W.2.7(A) Summarize the important achievements of Mesopotamian civilization.</p> <p>SS.6.W.3.8(A) Determine the impact of significant figures associated with ancient Rome.</p> <p>SS.6.W.3.9(A) Explain the impact of the Punic Wars on the development of the Roman Empire.</p> <p>SS.6.W.3.18(A) Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p> <p>SS.6.W.1.9(A) Identify key figures from classical and post classical China.</p> <p>SS.6.W.1.10(A) Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</p> <p>SS.6.G.2.3(I) Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p> <p>SS.6.G.2.4(I) Explain how the</p>	<p>500 AD/CE. Explain how the geographical location of ancient Rome contributed to the shaping of Roman society and the expansion of its political power in the Mediterranean region and beyond.</p>		<p>in writing, and present their finished project to the class.</p>
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geographical location of ancient civilizations contributed to the culture and politics of those societies.					
SS.6.G.2.5(I) Interpret how geographic boundaries invite or limit interaction with other regions and cultures.					
SS.6.G.2.6(I) Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.					
SS.6.G.2.7(I) Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.					
SS.6.G.3.1(I) Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.					
SS.6.G.3.2(I) Analyze the impact of human populations on the ancient world's ecosystems.					
SS.6.G.4.1(I) Explain how family and ethnic relationships influenced ancient cultures.					
SS.6.G.4.2(I) Use maps to trace significant migrations, and analyze their results.					
SS.6.G.4.3(I) Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.					
SS.6.G.4.4(I) Map and analyze the impact of the spread of various belief systems in the ancient world.					
SS.6.G.5.1(I) Identify the methods used to compensate for the scarcity of resources in the					



<p>ancient world.</p> <p>SS.6.G.5.2(I) Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p>SS.6.G.5.3(I) Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.</p> <p>SS.6.G.6.1(I) Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</p> <p>SS.6.G.6.2(I) Compare maps of the world in ancient times with current political maps.</p> <p>SS.6.W.1.1(I) Use timelines to identify chronological order of historical events.</p> <p>SS.6.W.1.2(I) Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p> <p>SS.6.W.1.3(I) Interpret primary and secondary sources.</p> <p>SS.6.W.1.4(I) Describe the methods of historical inquiry and how history relates to the other social sciences.</p> <p>SS.6.W.2.8(I) Determine the impact of key figures from ancient Mesopotamian civilizations.</p> <p>SS.6.W.2.9(I) Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared</p>					
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- with those of others in the geographic area.
- SS.6.W.2.10(I)  
Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.
- SS.6.W.3.1(I)  
Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).
- SS.6.W.3.2(I)  
Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.
- SS.6.W.3.3(I)  
Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).
- SS.6.W.3.4(I)  
Explain the causes and effects of the Persian and Peloponnesian Wars.
- SS.6.W.3.5(I)  
Summarize the important achievements and contributions of ancient Greek civilization.
- SS.6.W.3.6(I)  
Determine the impact of key figures from ancient Greece.
- SS.6.W.3.7(I)  
Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.
- SS.6.W.3.10(I)  
Describe the government of the Roman Republic and its contribution to the development of democratic principles



- (separation of powers, rule of law, representative government, civic duty).
- SS.6.W.3.11(I)  
Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.
- SS.6.W.3.12(I)  
Explain the causes for the growth and longevity of the Roman Empire.
- SS.6.W.3.13(I)  
Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.
- SS.6.W.3.14(I)  
Describe the key achievements and contributions of Roman civilization.
- SS.6.W.3.15(I)  
Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.
- SS.6.W.3.16(I)  
Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.
- SS.6.W.3.17(I)  
Explain the spread and influence of the Latin language on Western Civilization.
- SS.6.W.1.1(I)  
Discuss the significance of Aryan and other tribal migrations on Indian civilization.
- SS.6.W.1.2(I)  
Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.
- SS.6.W.1.3(I)  
Recognize the political and cultural achievements of the Mauryan and Gupta empires.
- SS.6.W.1.4(I)  
Explain the teachings of Buddha, the importance of Asoka,



	<p>and how Buddhism spread in India, Ceylon, and other parts of Asia.</p> <p>SS.6.W.1.5(I) Summarize the important achievements and contributions of ancient Indian civilization.</p> <p>SS.6.W.1.6(I) Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p> <p>SS.6.W.1.7(I) Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p> <p>SS.6.W.1.8(I) Describe the contributions of classical and post classical China.</p> <p>SS.6.W.1.11(I) Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</p> <p>SS.6.W.1.12(I) Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p>					
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Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas
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Trimester 2

<p>Middle Ages <i>(updated 9/27/23)</i></p>	<p>SS.6.E.1.3(I) Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p> <p>SS.6.E.2.1(I) Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation</p>	<p>Why does the distribution of wealth affect societal structure and quality of life? Can religious beliefs often influence government decisions and cultural expressions? How does the movement of people, goods, and ideas have positive and negative effects? Why did the Crusades create political change in Europe? Why does culture develop?</p>	<ul style="list-style-type: none"> <li>• How did the distribution of wealth affect societal structure and quality of life during the Medieval Times?</li> <li>• How did the religious beliefs during this time influence government decisions?</li> <li>• What positive and negative effects did the movement have on people, goods, and ideas?</li> <li>• How did geography influence the development of civilizations in Europe?</li> <li>• How did the feudal system change economics in Europe?</li> <li>• What was the role of the church in politics in Medieval Europe?</li> <li>• What effects did the Black Death have on Medieval Europe?</li> </ul>			<p><b>Early China:</b> To identify the important elements of a culture by describing elements of early Chinese and modern American cultures. Students will describe elements of early Chinese culture, identify the same elements in their own culture, and write an illustrated letter about their culture to future generations.</p>
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**Resources**

<p>any state or nation development.</p> <p>SS.6.E.3.1(I) Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p> <p>SS.6.W.1.1(I) Use timelines to identify chronological order of historical events.</p> <p>SS.6.W.1.3(I) Interpret primary and secondary sources.</p> <p>SS.6.W.1.5(I) Describe the roles of historians and recognize varying historical interpretations (historiography).</p> <p>SS.6.W.1.6(I) Describe how history transmits culture and heritage and provides models of human character.</p> <p>SS.6.W.2.1(I) Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.</p> <p>SS.6.W.2.2(I) Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.</p> <p>SS.7.CG.1.3(I) Trace the impact that the Magna Carta, Mayflower Compact, English Bill of Rights and Thomas Paine's Common Sense had on colonists' views of government. •Students will identify the important ideas contained in the Magna Carta (e.g., due process of law, limitation of government power, right to justice, right</p>	Europe				
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	to fair trial), Mayflower Compact (e.g., consent of the governed, self-government), English Bill of Rights (e.g., right to life, liberty and property; no taxation without representation; right to a speedy and fair jury trial; no excessive punishments; habeas corpus) and Common Sense (representative self-government).					
Unit	Benchmarks	Understandings/Essential Questions	Content/Skills	Cross-Curricular Integration	Assessments	Project Ideas
Trimesters 3						
Enlightenment and U.S government <i>(updated 9/27/23)</i>	<p>SS.7.CG.1.4(I) Analyze how Enlightenment ideas, including Montesquieu's view of separation of powers and John Locke's theories related to natural law and Locke's social contract, influenced the Founding.</p> <ul style="list-style-type: none"> <li>•Students will identify and describe the Enlightenment ideas of separation of powers, natural law and social contract.</li> <li>•Students will examine how Enlightenment ideas influenced the Founders' beliefs about individual liberties and government.</li> <li>•Students will evaluate the influence of Montesquieu's and Locke's ideas on the Founding Fathers.</li> </ul> <p>SS.8.A.4.6(I) Identify technological improvements (inventions/inventors) that contributed to industrial growth.</p> <p>SS.8.A.4.7(I) Explain the causes, course, and consequences (industrial growth, subsequent effect on children and women) of New England's textile industry.</p> <p>SS.8.A.4.9(I) Analyze the causes,</p>	<p>How did the Scientific Revolution overturn previous concepts of the universe? Did the printing press change society and the expansion of communication? Ideas of the Renaissance, such as natural rights, separation of powers, and religious reform spread throughout the world. Why do humans question religious institutions? Enlightenment philosophers had a major influence on the American government. How can life be examined by the scientific method? How do you think these features might have affected trade in early Africa? What role did the Nile River play in trade? How does religion shape society? How did the slave trade affect Africans?</p>	<ul style="list-style-type: none"> <li>• Political events shape history.</li> <li>• Our government is a complex organization of processes that includes a system of checks and balances.</li> <li>• It takes great determination to effect change.</li> <li>• Individuals, events, and advancements of ideas impact societal change.</li> <li>• Individuals have civic responsibilities.</li> <li>• Governments gain, lose, and retain power.</li> <li>• To understand significant political issues of the late eighteenth and early nineteenth centuries</li> </ul>			<p><b>Poetry and short stories describe African society from various regions and cultures:</b> To understand how African civilizations developed by creating an illustrated children's story about a related topic. Students will research, write, and illustrate a story about one of the following: the savanna, rain forest, Nile River, Timbuktu, or the Bantu.</p>

**Resources**

Curriculum Map - Social Studies - Social Studies 6

course and consequences of the Second Great Awakening on social reform movements. SS.8.A.4.10(l) Analyze the impact of technological advancements on the agricultural economy and slave labor.					
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