

Beach Haven School District

Social Studies Curriculum
Grade 6

Introduction

Social Studies is the integrated study of the social sciences and humanities in order to promote civic understanding, patriotism, and the values of the American heritage. A well-established and comprehensive curricular program should include a combination of civics, US and world history, economics, geography, cultures of the past and present, the Holocaust, and the Amistad Movement. Once these ideals are understood, students will then be prepared for their futures.

As educators we are responsible to provide solid content, student-centered instructional methods and varied assessment. These shall include, internet and traditional methods of research, PBL's, teacher designed classroom activities, problem solving strategies, and text (as a guide). This curriculum is designed and aligned with the New Jersey Student Learning Standards and serves as a guide for educators.

For our 21st Century learners, the world has become much smaller with the use of the internet and increased communication possibilities. Students are able to access information more easily and are exposed to the tools needed to succeed in their educational journey. Being that the US is a democratic society, it is ever changing, diverse and full of opportunity. Such a society needs knowledgeable, thoughtful and ethical participation by its citizens in an effort to promote the common good and increase the general welfare of its citizens. Compliance with this curriculum will give our students the tools needed for success in their future.

When using the Social Studies curriculum provided, all students should be able to participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity. This map contains interdisciplinary connections to Language Arts, Math, Science, Physical Education, Art, Drama, and Theater. Students will learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

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| Revised on: | June 22, 2022 |
| Revised by: | Deb Harkness, Sara Holleran |
| Revision Date | Summer 2025 |

| Recommended Pacing Guide | |
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| Genocide | 30 |
| Early Man | 30 |
| Mesopotamia | 30 |
| Egypt | 30 |
| India | 30 |
| China | 30 |

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| Unit 1: Genocide | Duration: 30 Days |
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| Suggested Accommodations |
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| <p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Provide extended time ● Provide written directions with models and diagrams when possible <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● 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. <p>504 Plans:</p> <ul style="list-style-type: none"> ● 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 at Risk of Failure:

- 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

LGBTQ:

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.

- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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 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.

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| 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**
- 2. 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](#)

Reading

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Writing

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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).
- 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

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| <p>Act as a responsible and contributing community member and employee.</p> | <p>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.</p> |
| <p>Demonstrate creativity and innovation.</p> | <p>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.</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> |

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| <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> |
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| <p style="text-align: center;">Evidence of Student Learning</p> | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Readworks Articles and questions. ● Brainpop ● Forget Me Not Quiz ● Holocaust ID Cards ● Be a Code Talker ● Non-Sequitur Comic ● Hutu and Tutsi differences activity ● Justice for victims of the Rwandan Genocide | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Roles people play quiz. |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● 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. ● Holocaust Project ● 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 ● 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 | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings |

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. <https://echoesandreflections.org/http://www.holocaustresearchproject.org/ar/stangl.html>
<https://www.jewishvirtuallibrary.org/franz-stangl>

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

Varied Levels of Text:

- Readworks Articles and questions.
- *Terrible Things* by Eve Bunting
- *Sneetches* by Dr. Seuss
- *Daniel's Story* by Carole Matus

- 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
- Students Against Violence Everywhere: Action Diversity
- Holocaust Project (Students choose what method they use to demonstrate their knowledge...Art, Music, Writing, etc..)
- European Holocaust Cites PowerPoint
- Genocide in the 21st Century PowerPoint
- Hutu and Tutsi differences activity
- Justice for victims of the Rwandan Genocide
- Rwandan Genocide PowerPoint
- "BBC Finding My Family: Holocaust
<https://www.bbc.co.uk/newsround/46932823>
- BBC Bite Size: WWI
<https://www.bbc.co.uk/bitesize/topics/z4crd2p>
- BBC Bite Size: WWII
<https://www.bbc.co.uk/bitesize/topics/zk94jxs>

- 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
- *Number the Stars* by Lois Lowry
- *The Diary of Anne Frank* by Anne Frank
- *Remember Not to Forget: A Memory of the Holocaust* by Norman H. Finkelstein
- *The Girl Who Survived: A True Story of the Holocaust* by Bronia Brandman and Carol Bierman
- *The Story of the Holocaust* by Clive A. Lawton
- *Who Was Anne Frank?* by Ann Abramson
- *Anne Frank: Life in Hiding* by Johanna Hurwitz
- *Destined to Live: A True Story of a Child in the Holocaust* by Ruth Gruener
- *Elly: My True Story of the Holocaust* by Elly Berkovits Gross
- *Hana's Suitcase: A True Story* by Karen Levine
- *Jacob's Rescue: A Holocaust Story* by Malka Drucker
- *The Other Side* by Jacqueline Woodson
- [Amistad Literature Resources](#)

- BBC Bite Size: Appeasement and the Road to War
<https://www.bbc.co.uk/bitesize/topics/z7mxsbk/resources/1>
- The Holocaust: A Learning Site for Students
<https://encyclopedia.ushmm.org/content/en/project/the-holocaust-a-learning-site-for-students>
- United State Holocaust Museum
<https://www.ushmm.org/>
- Children of the Holocaust
<http://thechildrenoftheholocaust.com/holocaust-facts/>
- Teaching the Holocaust
https://www.educationworld.com/a_lesson/lesson187.shtml
- 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?
<https://fcit.usf.edu/holocaust/activity/68plan/headline.htm>
- Flocabulary
- Study.com
- NewsELA Social Studies
- Inclusivity:
 - Group Discussion: *Genocide is a consequence of prejudice and discrimination. Discuss how genocide has affected various groups of*

- [Holocaust Literature Resources](#)

people and why it is important to study such events.

- <http://www.njamistadcurriculum.net/history/units>
 - History of the Pink Triangle
 - <https://www.history.com/news/pink-triangle-nazi-concentration-camps>
 - Alan Turing: The Turing Machine WWII Brain Pop
<https://www.brainpop.com/science/famous/scientists/alanturing/>
- *Into Social Studies: Early Modern Times to the Present* by Houghton Mifflin Harcourt
 - The Second World War

Unit 2: Early Man

Duration: 30 Days

Suggested Accommodations

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- 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
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| Using Evidence | evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights. |
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[New Jersey Student Learning Standards](#)

- 6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- 6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).
- 6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
- 6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

[Interdisciplinary Connections](#)

- Primary Interdisciplinary Connections:**
New Jersey Student Learning Standards(Reading):
- NJLSA.R1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - NJLSA.R2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - NJLSA.R3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
 - NJLSA.R7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
 - NJLSA.R8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - NJLSA.R9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- NJSLSA.R10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- (Writing)
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards (Speaking and Listening):

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Standards 8&9

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.

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| <u>Career Readiness, Life Literacies, and Key Skills Practices</u> |
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| 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 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 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. |

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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> |

| <p style="text-align: center;">Evidence of Student Learning</p> | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher observation ● Create cave paintings ● Exit cards ● Student Lead lessons and assessments (Earliest Human Expert Groups) ● Warm-up Responses ● Kahoot ● Quizlet | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Studies Cave Art Assessment ● Open ended questions ● KWL ● Studies Weekly Assessment ● Student Lead Instruction and Assessments |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Portfolio Assessment Piece ● Unit Tests ● Timed Writing Piece ● 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. | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings |

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| Knowledge & Skills | |
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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Prior to any written records, archaeology provides historical and scientific explanations for how our ancient ancestors lived based on artifacts and inference. • The life of early hunter-gatherer societies was most influenced by their physical environment. • 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. • 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. | <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did humans’ way of living change as they interacted and adapted? • How do we know what we know when there’s no written record? • How did geography and climate determine the lives of early humans? • How did technology change the way people lived? • In addition to studying written history, what are some other ways to learn about the past? |
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| Core Instructional & Supplemental Materials | |
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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> • Interactive Whiteboard • Google For Education • Document camera to display texts for shared reading • Interactive Maps “Interactive Human Migration” PBS https://legacy.calacademy.org//human-odyssey/map/ PBS “How Homo Sapiens Populated the Earth” https://s3.amazonaws.com/pbs.lm-prod.media.ingest/General%20Audience%202015/First%20Peoples/Interactive/firstpeoples-06242015%20%281%29/index.html#intro | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> • Lucy Long Ago: Discovering the Mystery of Where We Came From by Catherine Thimmesh • Science News for Students article https://www.sciencenewsforstudents.org/article/%C3%B6tzi-mummified-iceman-actually-froze-death • Otzi the Iceman Facts for Kids https://kids.kiddle.co/%C3%96tzi_the_Iceman • NewsELA “Cave Painting, Figurines and Arrows: The Art of Paleolithic” • NewsELA “A Prehistoric Instagram? Cave Carvings Depict Pooh Partnership” |
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- Studies Weekly: World History Week 2 “Studying the Earth”
- Studies Weekly: World History Week 3 “Earliest Humans”
- Brainpop “Agricultural Revolution”
- Flocabulary “Hunter Gatherers”
- BBC Bitesize Learner Guides and Clips
<https://www.bbc.co.uk/bitesize/topics/z82hsbk>
- Quizlet “Early Man”
<https://quizlet.com/48475103/early-man-flash-cards/>
- Kahoot (student created)
- Social Studies for Kids
<http://www.socialstudiesforkids.com/subjects/archaeology.htm>
- The Mammoth Site <http://www.mammothsite.com/>
- Mr. Donn <http://ancienthistory.mrdonn.org/EarlyMan.htm>
National Geographic
<http://ngm.nationalgeographic.com/ngm/0508/feature2/index.html> Cave Painting
<http://www.visual-arts-cork.com/prehistoric/cave-painting.htm>
- Chauvet Cave
http://www.culture.gouv.fr/culture/arcnat/chauvet/en/Lascaux_Cave
- Lascaux Cave
<https://archeologie.culture.fr/lascaux/fr#/fr/00.xml>
- PBS <http://www.pbs.org/wgbh/nova/first/radiocarbon.html>
- American Museum of Natural History
<http://www.amnh.org/ology/archaeology>
- Video Horrible History: “Savage Stone Age”
- Mysteries of Catalhoyuk <http://smm.org/catal/introduction>
- Hunter-Gatherer Activity

- NewsELA “Farmers in the Ancient World Were Successful Farmers”
- NewsELA “Paintings Discovered on a Cave Wall Finally Have An Age: 40,000 Years Old”
- Maria De Sautuola (PowerPoint)
- Readworks “Looking for Ancient Treasure”
- DoGo News “Perfectly Preserved Ice Age Animal Still Has Skin, Muscle, and Hair”
- Reader’s Theater “Problems of Early People”
- *The Iceman* by Kelly Porter
- *Early Humans* by DK Publishing
- *Earth Children* by Jean M. Auel
- Reading A-Z: Otzi: The Iceman
<https://www.readinga-z.com/books/leveled-books/book/?id=1033&langId=1>
- Achieve 3000: [Otzi the Iceman](#)
- [Earliest Peoples: Looking Out for Lucy](#)
- [Earliest Peoples: Saving the Paintings](#)
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

- *Mysteries of Ancient History: Secret of the Iceman's Death*
- Reading A-Z-Project based learning document: "Who Was Otzi?"
- Flocabulary
- Study.com
- NewsELA Social Studies
- *Into Social Studies: The Ancient World* by Houghton Mifflin Harcourt
 - World's Early People
 - Archaeology
- **Inclusivity:**
 - **Group Discussion: Compare the role of women in Paleolithic society with the role of women in American society today. How are they alike? How are they different?**
 - **The Oldest Gay Men**
 - **<https://abcnews.go.com/US/oldest-gay-man/story?id=13320808>**

Unit 3: Mesopotamia

Duration: 30 Days

Suggested Accommodations

English Language 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 at Risk of Failure:

- 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

LGBTQ:

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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 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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| Planning Inquiry | |
| 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 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 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

(6th grade ELA standards)

Reading

- NJSLSA.R1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- NJSLSA.R2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- NJSLSA.R3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- NJSLSA.R7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- NJSLSA.R8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- NJSLSA.R9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- NJSLSA.R10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- 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
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 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.

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.

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| 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 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 | 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 |

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| productivity, increase collaboration and communicate effectively. | 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. |

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

| Knowledge & Skills | |
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| Enduring Understandings: <ul style="list-style-type: none"> • The geography of Mesopotamia influenced where people settled and how they lived • A complex way of life, called a civilization, developed in Sumer, a region in southern Mesopotamia | Essential Questions: <ul style="list-style-type: none"> • How did geography influence the development of civilization? • How did the land between the Tigris and Euphrates Rivers support agriculture? |

- 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?
- How did small farming communities grow to become the complex urban societies of Mesopotamia?

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
<https://www.britishmuseum.org/collection/galleries/mesopotamia>
- The British Museum Writing Webquest
http://mesopotamia.co.uk/writing/home_set.html

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-histor>

- Museum of Archaeology and Anthropology Artifact Loan Box
- Mesopotamia Travel Brochure: Students design an educational brochure about Mesopotamia. The brochure's front panel 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.
(http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html)
- 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.
(https://hfms.jeff.k12.wv.us/UserFiles/Servers/Server_483582/File/Hammurabi's%20Code%20activity.pdf,
<http://www.phillipmartin.info/hammurabi/homepage.htm>)
- 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>

[y/id/32883/?collection_id=339&search_id=113210a1-d4b2-4acc-856c-78ba2b9cad09](https://newsela.com/read/lib-overview-mesopotamia-culture/id/32871/?collection_id=339&search_id=5cadcf00-870a-4c8c-8837-401a15642ba1)

"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

"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

"The Babylonian Empire"

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

"World Leaders: Hammurabi"

https://newsela.com/read/bio-world-leaders-hammurabi/id/31564/?collection_id=339&search_id=e5ee39e4-6342-4ada-a-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

"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

- 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"
- Primary Source "Hammurabi"
- Primary Source "The Code of Hammurabi"
- Primary Source "The Sumerian Flood Story"
- Primary Source "Nebuchadnezzar"

- Video: "Mesopotamia from Nomads to Farmers"
(<https://www.dailymotion.com/video/xucvrx>)
- National Geographic "Mesopotamia 101" 5 minute video
<https://www.youtube.com/watch?v=xVf5kZA0HtQ>
- Video: "Rise of Sumer"
<https://www.youtube.com/watch?v=MHpmLrWBjn>
- Video: "Mesopotamia" Educational Videos For Kids
<https://www.youtube.com/watch?v=QeZKNjo-exs>
- Video: "History of Mesopotamia in 15 Minutes"
<https://www.youtube.com/watch?v=qXTCbVLeOnE>
- Study.com
- NewsELA Social Studies
- *Into Social Studies: The Ancient World* by Houghton Mifflin Harcourt
 - Mesopotamia
- **Inclusivity:**
 - Group Discussion: Think about what types of jobs were available as city-states developed. Were job opportunities equal for all members of society? Why or why not?
- **Possible Anchor Charts:**

- Primary Source "The Epic of Gilgamesh"
- National Geographic "Mohenjo Daro"
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)



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|----------------------|--------------------------|
| Unit 4: Egypt | Duration: 30 days |
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| Suggested Accommodations | |
|---|--|
| <p>English Language Learners:</p> <ul style="list-style-type: none"> ● 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 | |
| <p>Special Education/Students with Disabilities:</p> <ul style="list-style-type: none"> ● 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 at Risk of Failure:

- 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

LGBTQ:

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Correlation Key

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| Holocaust | Amistad | LGBTQ & Disabilities | DEI |
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Social Studies Practices

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| 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. |

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| 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. |

New Jersey Student Learning Standards

Grades 6-8

- 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

Interdisciplinary Connections

(6th grade ELA standards)

Reading

- NJSLSA.R1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- NJSLSA.R2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- NJSLSA.R3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- NJSLSA.R7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- NJSLSA.R8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- NJSLSA.R9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- NJSLSA.R10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standards 8&9

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
- 9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10)

- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM.IPRET.5).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 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.

Career Readiness, Life Literacies, and Key Skills Practices

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| 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. |

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| 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 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 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. |

| Evidence of Student Learning | |
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| Formative Tasks: | Alternative Assessments: |

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| <ul style="list-style-type: none"> ● Teacher observation ● Create a message using hieroglyphics ● Teacher observation ● Create a message using hieroglyphics ● Describe Hatshepsut's strengths as a leader and difficulties she might have faced not being in the typical woman's role. ● Explain the mummification process. ● Create a cartouche. ● Create a map of the Nile River Valley. ● List and explain the three Egyptians seasons. ● Exit cards ● Daily Classwork ● Classwork discussion ● Virtual Field trip | <ul style="list-style-type: none"> ● Google slide show presentation ● Reader's Theater ● Modified tests, quizzes, classwork |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Writing Prompts: <ul style="list-style-type: none"> - Why writing was important to the Mesopotamians - How do you think King Tut died? ● End of Unit Tests ● End of Unit Projects: Egyptian Newspaper, Gallery Walk ● Evidence-Based Essay | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Digital Story ● KWL Charts ● Open-ended question responses with drawings ● Pre/Post Assessment |
| <p>Knowledge & Skills</p> | |
| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Communities continue to grow along rivers for survival and resources. ● The Nile gave life to Egypt. | <p>Essential Questions:</p> <ul style="list-style-type: none"> ● What made ancient Egypt a rich and powerful civilization in Africa? ● How did the Egyptians use their written language? |

- The New Kingdom was another period of advancement for Egypt.
- The prosperity of Egypt encouraged advances in the arts, religion, mathematics and the sciences.

- How did Egyptians incorporate religion into their daily life, government, and culture?
- Why was Egypt considered a theocracy?
- What is the relationship between Nubia (Kush) and Ancient Egypt?
- Who were some influential pharaohs and how did their rule affect Egypt's growth?
- How did Egyptian pharaohs rule their people and how were they able to do this?
- What scientific accomplishments are the Egyptians still known for today?
- Why were the pyramids built and who is believed to have built them?
- How did ancient Egypt's economy depend on the Nile River and what made the river such a desirable place to settle?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Fertile Crescent, Nile, and Nubia Map
- Re's Riches Egyptian Social Pyramid Game
- Egyptian Social Pyramid Activity
- Museum of Archaeology and Anthropology Loan Box
- Students will write their names in hieroglyphics.
<http://wonderopolis.org/wonder/what-are-hieroglyphs>
- Studies Weekly World History Week 6 "Life in Ancient Egypt"
- Studies Weekly World History Week 7 "Pyramids"
- Brain Pop "Egyptian Pharaohs"
- Brain Pop "Mummies"
- Flocabulary "Ancient Egypt"

Varied Levels of Text:

- *Hatshepsut* by Catherine Andronik
- *Cleopatra* by Diane Stanley
- *Great Ancient Egypt Projects You Can Build Yourself* by Carmella Van Vleet
- *Egyptology series* by Emily Sands
- *Secrets of the Sphinx* by James Cross Giblin
- *DK Eyewitness Ancient Egypt* by George Hart
- *A Place in the Sun Solving a Mystery of Ancient Egypt* by Jill Rubalcaba
- *Cleopatra VII: Daughter of the Nile (Royal Diaries series)* by Kristina Gregory
- *The Red Pyramid* by Rick Riordan

- Mr. Nicky Song parody “Ancient Tutankhamun”
- Mr. Dowling's Electronic Passport - Ancient Egypt
<https://www.mrdowling.com/604egypt.html>
- Investigate Mummy X Simulation
- British Museum Mummification Simulation
<http://ancientegypt.co.uk/mummies/story/main.html>
- University of Chicago Mummification Game
<http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html>
- Seega Board Game
- NeoK12-Ancient Egypt videos
- BBC Bitesize Learner Guide and Class Clips “Slavery and Its Abolition”
<https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1>
- BBC Bitesize Learner Guide and Class Clips “Ancient Egypt” <https://www.bbc.co.uk/bitesize/topics/zg87xnb>
- Students will research a great Pharaoh and write about their positive contributions, famous buildings they built, and where they were buried.
http://www.ducksters.com/history/ancient_egyptian_pharaohs.php
- Students will discover how Egyptians were mummified and become an embalmer.
- Students will take a virtual tour of the Great pyramid of Giza
<https://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html>
- Students will create a canopic jar.
- 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)
- Students will gather evidence about the mysterious deaths in ancient Egypt while playing a game and then decide on a theory concerning these deaths. (*Mysteries in History: King Tut*)
- Students will participate in a reader's theater play about Ancient Egypt. The plays represent several of the roles in Ancient

- *The Golden Goblet* by Eloise Jarvis McGraw
- *The Egypt Game* by Zilpha Keatley Snyder
- *Pharaoh's Daughter: A Novel Of Ancient Egypt* by Julius Lester
- *Who Was King Tut?* By Roberta Edwards
- *Daily Life in Ancient Egypt* by Nicole Walker
- *National Geographic Kids' Everything Ancient Egypt*
- Readworks: *The King of Bling, The Kush Kingdoms, Where Did King Tut'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*
- Newsela articles:
 - “Who Ruled the World? In Ancient Egypt, Oftentimes It Was Women”
https://newsela.com/read/women-rulers-egypt/id/51158/?collection_id=339&search_id=e24978bd-af32-43a9-8123-f691ecb19ded
 - “Rosetta Stone: The Key to Cracking the Code of Egyptian Hieroglyphics”
https://newsela.com/read/natgeo-rosetta-stone-hieroglyphics/id/2000003242/?collection_id=339&search_id=185a3c55-db29-49dd-a81b-c94da23a201a
 - “Agriculture of Ancient Egypt”
https://newsela.com/read/lib-ancient-egypt-agriculture-trade/id/33146/?collection_id=339&search_id=8865d626-105c-4fac-ae32-0859948f96bb
 - “The Pyramids of Ancient Egypt”
https://newsela.com/read/lib-history-pyramids-egypt/id/33137/?collection_id=339&search_id=48daa248-95ed-4ae9-8523-b82f8eb83a7c
 - “Science and Engineering of Ancient Egypt”
https://newsela.com/read/lib-ancient-egypt-science-technology/id/33652/?collection_id=339&search_id=a2ee5daa-35dd-4656-bd46-f05faa1d436c

Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play. Possible Ancient Egypt Scripts:

- Saba the Farmer
- Misa the Merchant
- Building the Pyramids
- Shunat the Scribe Student
- Anen the Artist
- Pentah the Priest
- Beshut the Burial Priest
- Shaan the Nobleman's Wife

<http://mickiwiki.pbworks.com/f/ancient+EGYPT+TCR.pdf>

- Students will participate in the "Welcome to Pyramid Building" webquest.
<https://www.createwebquest.com/node/35638>
- "National Geographic Egypt 101"
<https://www.youtube.com/watch?v=hO1tzmi1V5g>
- "What Did Ancient Egypt Look Like? Cinematic Animation"
<https://www.youtube.com/watch?v=omajagaozk0>
- "Ancient Egypt for Kids"
<https://www.youtube.com/watch?v=omajagaozk0>
- "Planet Egypt Birth of An Empire" by the History Channel.
<https://www.youtube.com/watch?v=b484AV-IE3Q>
- "What If You Lived in Ancient Egypt"
<https://www.youtube.com/watch?v=WqJd8slanIo>
- Ancient Egypt Virtual Field Trip:
[The Curse of Pharaoh Tutankhamen](#)
[Brooklyn Museum and the Precinct of Mut](#)
[Gold:The True Color of Royalty](#)
[Ancient Egypt Rediscovered](#)
- Studies Weekly Resources
- Study.com
- NewsELA Social Studies
- *Into Social Studies: The Ancient World* by Houghton Mifflin Harcourt
 - Ancient Egypt

- Inclusivity:

"Ancient Egypt: Women in Society"

https://newsela.com/read/elem-hist-egypt-women/id/27175/?collection_id=339&search_id=ad26da97-807b-46d1-a572-7755504ff69b

"Ancient Egypt: Social Structure"

https://newsela.com/read/elem-hist-egypt-society/id/27171/?collection_id=339&search_id=e5351f39-d696-4dde-b97c-10e4af311788

"Ancient Egyptian Social Structure"

https://newsela.com/read/lib-ushistory-egyptian-social-structure/id/27977/?collection_id=339&search_id=b13f5092-f2ac-43ed-9a89-2052ab46340f

"Ancient Egyptian Dynasties"

https://newsela.com/read/elem-hist-egypt-dynasties/id/27172/?collection_id=339&search_id=4b845d12-7a66-40a2-9637-4c228287cb57

- Readworks:
[Nefertari's Tomb](#)
[Where Did King Tut Get His Eyebrows?](#)
[News Shorts: Tomb Raiders](#)
- Achieve3000:
[Tut's Treasures](#)
[The Heart of a Princess](#)
[Ancient Middle East: Will This Pyramid Draw Crowds?](#)
[The Face of the Mummy](#)
[In the Shadow of Pyramids](#)
[Ancient Middle East: King Tut Questions Answered](#)
- Reading A-Z: Egypt
<https://www.readinga-z.com/books/leveled-books/book/?id=2002&langId=1>
- Reading A-Z: Ramses II
<https://www.readinga-z.com/books/leveled-books/book/?id=2860&langId=1>
- [Amistad Literature Resources](#)
- [Holocaust Literature Resources](#)

- Group Discussion: *Interpret the Ancient Egyptian lifestyle and the accomplishments of various individuals as we study the reign of Egyptian Pharaohs.*
- *Diversity in Ancient Egypt*
- <https://storiesfromthemuseumfloor.wordpress.com/2019/02/22/diversity-in-the-land-of-the-pharaohs/>

Unit 5: India

Duration: 30 Days

Suggested Accommodations

English Language 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

Gifted and Talented:

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

Students at Risk of Failure:

- 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

LGBTQ:

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender-inclusive language in the classroom.

- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

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 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. |

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| 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. |
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| <u>New Jersey Student Learning Standards</u> | |
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| | <ul style="list-style-type: none"> 6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures. |
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- 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.

Interdisciplinary Connections

(6th grade ELA standards)

New Jersey Student Learning Standards(Reading):

- NJLSA.R1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- NJLSA.R2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- NJSLSA.R3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- NJSLSA.R7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- NJSLSA.R8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- NJSLSA.R9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- NJSLSA.R10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

New Jersey Student Learning Standards(Writing):

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards (Speaking and Listening):

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

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| 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 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. |

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| 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 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. |

| Evidence of Student Learning | |
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| <p>Formative Tasks:</p> <ul style="list-style-type: none"> ● World History Studies Weekly: Week 13 Ancient India ● Indus River Valley Map ● Warm-up Questions ● Flocabulary Ancient India ● Flocabulary Major World Religions | <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Brainpop https://www.brainpop.com/search/?keyword=India ● Ancient India Song Parody |
| <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Indian Caste System Simulation | <p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Completed Lapbook ● Wordle ● Oral Presentation ● Digital Story ● KWL Charts |

- Open-ended question responses with drawings

Knowledge & Skills

Enduring Understandings:

- The development of civilizations along rivers continues.
- The Indus Valley gave life to ancient India
- The relationship between reincarnation and karma.
- Why religions developed in this region.
- How the complex social system of ancient India developed.
- The contributions and inventions of ancient India.

Essential Questions:

- What is one reason that scholars do not completely understand some important parts of Harappan society?
- Why does the Caste System have such strict rules?
- How does Hinduism reinforce followers' willingness to remain within their castes?
- What are the accomplishments of the Gupta Empire?
- How are Buddhist teachings different from Hinduism, Jainism, and Sikhism?
- How did Siddhartha Gautama free his mind and clarify his thinking as he searched for wisdom?
- Why is Asoka considered one of the greatest of all Mauryan rulers?
- Why do we call the numbers we use today Hindu-Arabic numerals?
- How did the caste system affect the lives of most people in India?
- Which of the ancient Indians' achievements do you think is most impressive? Why?

Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Document camera to display texts for shared reading
- YouTube
- Interactive Maps

Varied Levels of Text:

- Scholastic Junior "India: Between Past and Present"
- Kids Discover "Ancient India"
- Primary Source: "Mohandas Gandhi's Autobiography"
- Primary Source: "The Story of Savitri from India's Mahabharata"
- Leveled Text World Cultures: "Early India"

- Shared reading - various articles to be displayed using the document camera and Smart Board
- World History Studies Weekly: Week 13 Ancient India
- Flocabulary Ancient India "It Goes Round and Round"
- Flocabulary Major World Religions "Major World Religions"
- Video: "Let's Look at World Religions: Hinduism"
- Video: "Let's Look at World Religions: Sikhism"
- Video: "Let's Look at World Religions: Buddhism"
- Video: "Time Warp Trio: Dude, Where's My Karma?"
- Mr. Nicky (Ancient India)
<https://www.youtube.com/watch?v=vskHZIPJCE4>
- Indus River Valley Map
- Hindu-Arabic number system
- Ancient India Song parody and rubric
- Sanskrit Writing PowerPoint
- BBC Indus Valley Webquest "What was everyday life like in the Indus Valley"
<https://www.bbc.co.uk/bitesize/topics/zxn3r82>
<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/zghy34j>
<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z9mpsbk>
- Venn Diagram of Ancient India's Religions
- Heartbeat Meditation Activity
- Indian Caste System Simulation
- "The Legend of Buddha"
- Mini Play "Aryans in the Indus River Valley"
- Mini Play "Class and Duty in the Hindu Religion"
- Play "The Buddha and the Five Visitors"
- Play "Asoka and the Mauryan Empire"
- Play "To Tell the Truth with Gandhi"
- Hindu Gods Identity Cards

- Readworks "Legend of Ganga-ji"
- Readworks "Buddhism the Open Mind"
- Readworks "Ancient Civilizations"
- Readworks "The Sitar"
- Readworks "Indus River Valley Civilizations"
- Readworks "Dancing Ganesha"
- Readworks "Guanyin"
- Readworks "The British Empire - Mohandas K. Gandhi"
- Readworks "About the Island"
- Readworks "Landlocked"
- Readworks "On the Streets of New Delhi"
- *The Little Book of Hindu Deities* by Sanjay Patel
- Purana - Ancient India
- *Girls of Ancient India: A Chola Adventure* by Anu Kumar
- *Girls of Ancient India: A Mauryan Adventure* by Subhadra Sen Supta
- *Girls of Ancient India: A Harappan Adventure* by Sunila Gupte
- *Hands-On History! Ancient India: Discover the Rich Heritage of the Indus Valley and the Mughal Empire*
- *Indian History: Fun and Facts* by Piali Banerjee
- *Let's go time traveling: Life in India Through the Ages* by Subhadra Sen Gupta
- *The Incredible History of India's Geography* by Sanjeev Sanyal
- *Hands-On History! Ancient India* by Daud Ali
- *Ancient India (The Ancient World)* by Allison Lassieur
- *Elephant's Friend and Other Tales from Ancient India* by Marcia Williams
- *Taj Mahal* by Raz-Kids
- Newsela
- https://newsela.com/read/lib-multimedia-map-ancient-india-geography/id/2000002720/?collection_id=339&search_id=f7924a01-5ea7-46bc-8bd9-5fb1b021fd3b
- https://newsela.com/read/natgeo-life-ancient-cities-indus/id/53422/?collection_id=339&search_id=505b6b19-ffa1-455f-8d85-9500b5262fb8

- Studies Weekly Resources
- Study.com
- NewsELA Social Studies
- *Into Social Studies: The Ancient World* by Houghton Mifflin Harcourt
 - Ancient India
- **Inclusivity:**
 - **Group Discussion: In ancient India, the persons with disabilities were given education in the communities in which they lived. Education was given in the mainstream schools alongside the nonhandicapped peers in a gurukulam setting. Individualized instructions were given based on the individual child's needs and age (Jeyachandran, 1968). How does this differ from the treatment of persons with disabilities in other ancient civilizations? What do you think is the reason for those differences?**

- https://newsela.com/read/lib-Early-Civilization-Indus-Valley/id/32772/?collection_id=339&search_id=de68e97c-c931-4b85-9d06-36f9649e6858
- https://newsela.com/read/lib-harappa-ancient-art-invention/s/id/33819/?collection_id=339&search_id=c5852c0e-a31b-4a0e-bcbf-e3accf756fdb
- **Amistad Literature Resources**
- **Holocaust Literature Resources**

Unit 6: China

Duration: 30 Days

Suggested Accommodations

English Language 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
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- Higher level texts
- Promote creativity and critical thinking

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- Make sure children feel welcome and comfortable while being discrete
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- Be flexible with assignments
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- Provide social/emotional support
- Respect cultural traditions
- Communicate high expectations for the success of all students

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| Holocaust | Amistad | LGBTQ & Disabilities | DEI |
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- 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

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Interdisciplinary Connections

Primary Interdisciplinary Connections:

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- (Writing)
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- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

New Jersey Student Learning Standards (Speaking and Listening):

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

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| <p>Act as a responsible and contributing community members and employee.</p> | <p>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.</p> |
| <p>Demonstrate creativity and innovation.</p> | <p>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.</p> |
| <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> | <p>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.</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 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.</p> |
| <p>Use technology to enhance productivity increase collaboration and</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> |

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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 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. |

| Evidence of Student Learning | |
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| Formative Tasks: <ul style="list-style-type: none"> • Teacher observation • Exit cards • Student Lead lessons and assessments Warm-up Responses • Kahoot • Quizlet • GimKit | Alternative Assessments: <ul style="list-style-type: none"> • Open ended questions • KWL • Studies Weekly Assessment • Student Lead Instruction and Assessments • Modified Classwork, Assignments, and Assessments |
| Summative Assessments: <ul style="list-style-type: none"> • Portfolio Assessment Piece • Unit Tests • Timed Writing Piece | Benchmark Assessments: <ul style="list-style-type: none"> • Oral Presentation • Digital Story • KWL Charts • Open-ended question responses with drawings • Google Slides Presentation |
| Knowledge & Skills | |
| Enduring Understandings: | Essential Questions: |

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| <ul style="list-style-type: none"> ● Students will understand the differences between philosophies established in China. ● Students will understand the principles and beliefs of Confucianism, Daoism, Legalism, and Buddhism. ● Students will understand that Ancient China had dynastic rule. ● Students will understand that cultural and religious beliefs impacted political rule in China. ● Students will understand that the geographic isolation influenced the development of a strong Chinese culture. ● Students will understand the the positive and negative effects of the Silk Road. ● Students will understand the achievements of the Han Dynasty as well as the reasons for their decline. ● Students will understand that the invention of the Great Wall allowed for protection from invaders which led to a stronger Chinese culture. ● Students will understand that the Chinese contributed many important achievements that we still use today. ● Students will be able to understand that the philosophies established in Ancient China are still practiced today in different parts of the world. | <ul style="list-style-type: none"> ● What were the main ideas of Confucianism, Legalism, and Daoism? ● Why did the three major philosophies of China all develop during the same era? ● How were the rights of citizens and political leaders in China influenced by cultural and religious beliefs? ● What was the Silk Road and what were its positive and negative effects to the Chinese culture? ● What were the major achievements of the Han Dynasty, and why did it collapse? ● What were the lasting achievements of the Ancient Chinese? ● How did the ancient Chinese philosophies influence social, cultural, and political beliefs? ● What factors influenced ancient China’s development into a powerful empire? ● Why did Chinese rulers build the Great Wall, and what makes it a “wonder of the world”? |
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| Core Instructional & Supplemental Materials | |
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| <p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Huang-He River Valley Map ● Achieve3000 ● BBC Bitesize Learner Guide and Class Clips “Ancient China” https://www.bbc.co.uk/bitesize/topics/z39j2hv | <p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <i>Ancient China</i> by Mel Friedman ● <i>Ancient China: An Interactive History Adventure</i> by Terry Collins ● <i>Ancient China</i> by DK and Arthur Cotterell ● <i>The Story of Ancient China</i> by Suzanne Art ● <i>Ancient China</i> by Ann Tatlock |

- [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”
- <https://www.brainpop.com/socialstudies/worldhistory/greatwallofchina/>
- Brain Pop “Silk Road”
<https://www.brainpop.com/socialstudies/worldhistory/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 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
https://www.youtube.com/watch?time_continue=255&v=56DKcDeCNok&feature=emb_title
- Mr. Donn’s website
<https://china.mrdonn.org/lessonplans.html>
- Flocabulary
<https://www.flocabulary.com/unit/ancient-china/>

- *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](#)
- Achieve 3000 Articles:
 - [Hidden Army](#)
 - [A Really](#)
- Chapter on ancient China
https://nsms6thgradesocialstudies.weebly.com/uploads/3/7/2/4/37241339/chapter_8_-_ancient_china.pdf
- 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](#)

- Ducksters: https://www.ducksters.com/history/china/ancient_china.php
- History.com <https://www.history.com/tag/ancient-china>
- Historyforkids.net
<https://www.historyforkids.net/ancient-china.html>
- Translating Confucius sayings
- Making a Chinese Wheel of Fortune
- Chinese Writing System <https://omniglot.com/chinese/>
- “Journal Through History: China’s Contributions to the World” <https://www.youtube.com/watch?v=YazkYpKsA-4>
- “Journals Through History: Dynasty to Destiny”
<https://www.youtube.com/watch?v=YazkYpKsA-4>
- “Arizona Smith: Ancient China”
<https://www.youtube.com/watch?v=7a4RKO1xJek>
- “National Geographic: Great Wall of China”
https://www.youtube.com/watch?v=VjlydnRqcmw&list=PLaTG8-t_vvNjJfoMpZMgLVP0IKOVy_Q1
- Khan Academy “Ancient China”
<https://www.youtube.com/watch?v=g9SGpnheXek&list=PLCWxePVv9yAX0mtsT5kxgB68t1EVJmXVR>
- Horrible Histories “Challenging China”
<https://www.youtube.com/watch?v=XwywYbvs3ol>
- Time Warp Trio “Wushu Were Here Part 1”
- PBS “Secrets of the Dead” Terracotta Soldiers
<https://www.youtube.com/watch?v=AUG5afTOqb0>
- Daily Life in Ancient China from Mr. Donn
<https://china.mrdonn.org/index.html>
- Mr. Dowling's Electronic Passport
<https://www.mrdowling.com/613chinesehistory.html>
- Web Links on China and the Great Wall
<https://www.enchantedlearning.com/subjects/greatwall/Walllinks.html>

- Three Men's Morris Boardgame
- *Into Social Studies: The Ancient World* by Houghton Mifflin Harcourt
 - Ancient China
 - The Great Wall of China
- Group Discussion: Does the leadership of Ancient China represent the demographics of their society at the time? Who was misrepresented within their leadership? Why do you think they were not represented?
- *(How do we spread ideas and beliefs? How do you get the things you need in everyday life?)*
- <https://sites.google.com/site/bermansocialstudiesgms/china-binder>