

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.

Revised on:	December 18, 2019
Revised by:	Katie Micek, Jessica Wiehr
Proposed Revision Date	Summer 2021

Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Age	40 days
Unit 2: Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley: Mesopotamia	40 days
Unit 3: Early Civilizations and the Emergence of Pastoral Peoples: Egypt	20 days
Unit 4: Holocaust and Genocide	20 days
Unit 5: Early Civilizations and the Emergence of Pastoral Peoples: China	30 days
Unit 6: Early Civilizations and the Emergence of Pastoral Peoples: India	30 days

Unit 1: The Beginnings of Human Society: Paleolithic and Neolithic Age	Duration: 40 days
Standards	
<p>6.2.8. A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p> <p>6.2.8. B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8. C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p> <p>6.2.8. C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8. D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8. D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p> <p>6.2.8. D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p> <p>6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p>	

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• Understand that technological advancements impact all aspects of the development of a society.• Throughout history humans have developed technology and skills to help them survive.• People may move as individuals or as a group and absorb or pass on ideas.• Slaves are usually moved against their will.• People move for economic, political, or religious reasons.	<ul style="list-style-type: none">• How does the development of technology affect the development of a society?• What are the consequences of technology?• Why do people migrate?

Vocabulary

Prehistory, archaeology, archaeologist, migrate, glacier, artifact, technology, domesticate, harvest, excavation site, agriculture, surplus, nomad, social division, climate, carbon dating, culture, anthropology, landform, geography, diverse

Knowledge and Skills

Content

Skills

Students will know....

- The social organization of early hunters/gatherers and those who lived in early agrarian societies
- Aspects of the Paleolithic Age
- Aspects of the Neolithic Age
- The location of the East African region

Students will be able to ...

- Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies
- Compare and contrast how nomadic

<ul style="list-style-type: none"> ● The various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● The impact of migration on lives of the migratory hunters/gathers and on the shaping of societies ● How nomadic and agrarian societies used land and natural resources ● The impact of technological advancements on hunter/gatherer and agrarian societies ● The relationship of the agricultural revolution to population growth and the subsequent development of civilizations ● How archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records ● The difference of pre-agricultural and post-agricultural periods in terms of relative length of time ● The Beginnings of Human Society: Paleolithic and Neolithic Ages Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. ● The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. ● Archaeology provides historical and scientific explanations for how ancient people lived. 	<p>and agrarian societies used land and natural resources.</p> <ul style="list-style-type: none"> ● Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas ● Describe the impact of migration on lives of the migratory hunters/gathers and on the shaping of societies ● Explain the impact of technological advancements on hunter/gatherer and agrarian societies. ● Relate the agricultural revolution to population growth and the subsequent development of civilizations. ● Explain how archaeological discoveries such as cave paintings are used to develop and enhance understanding of life prior to written records. ● Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Instructional Plan	
Suggested Activities	Resources
Students will actively engaged in a Catal Hoyuk Web Lesson	http://www.smm.org/catal/

Students will complete Cave Art in Lascaux webquest and tour the caves virtually	http://www.classzone.com/webquest/u1/worksheet_lascaux.cfm
Make cave art depicting student's signature (hand), technology (fire), food (animals), people hunting, stars, sun and moon, bow and arrows	Use paper bags and chalk
Discovery Education Media Video: World History: Pre-History Segments: The Iceman Discovered; The Earliest Human Migration	http://www.discoveryeducation.com
<p>Early People: Students will evaluate the survival benefits and drawbacks of various human tools. Students will also recognize the importance of tools to early human survival.</p> <p>Divide class into groups of 4-6 and assign each group as either warm weather or cold weather environment. Present a list of various early tools (fishing hook and string, spear, animal skins, grinding rock, fur clothing, etc.) to each group. Group members should select tools appropriate for their environment. Ask students to write about the usefulness of their chosen items and how they plan to use them effectively. Give students the opportunity to trade for items that they think would be more beneficial. Students can present their results to the class and compare the items they selected with groups of a similar environment.</p>	List of early tools
Literature	
<p><i>A History of US; 2003- Joy Hakim</i> <i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>Evolution</i> By: DK and Dr. Alice Roberts <i>Earth Children</i> (series) By: Jean M. Auel <i>First Americans</i> (series) By: Michael and Kathleen O'Neal Gear</p>	

First Americans (series) By: William Sarabande
Early Humans By: DK Publishing

Websites	
Kid Past	http://www.kidspast.com/world-history/0001-prehistoric-humans.php
Discovery Channel	http://dsc.discovery.com/convergence/landofmammoth/eyecandy/intro.html http://dsc.discovery.com/videos/prehistoric-new-york/ http://dsc.discovery.com/games/iceworld/game/game.html
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	http://www.lascaux.culture.fr/#/fr/00.xml
Owl Teacher	http://www.owlteacher.com/prehistory.html
PBS	http://www.pbs.org/wgbh/nova/first/radiocarbon.html
American Museum of Natural History	http://www.amnh.org/ology/archaeology#
CMS Curriculum Companion	http://www.socialstudiescms.com/humanorigins

Accommodations & Modifications

English Language Learners

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
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- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions

- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes

- Cooperative learning groups
- Repeat instructions
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Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

The Stone Age WebQuest

Introduction

The producer of the reality show "Survivor" has invited you to help him produce a new T.V. reality show. Instead of a show that takes place on a remote island with bikini-clad contestants, this show will be the polar opposite. "Stone Age" will be a new reality show consisting of an entirely different climate and way of life. This three-episode T.V. reality show will depict the Paleolithic Era (Old Stone Age), the Mesolithic Era (Middle Stone Age), and the Neolithic Era (New Stone Age) throughout

each episode. It is your job to help produce this show by collecting accurate information to portray life during the Stone Ages

Task: Each person in your group will choose a job for this project as described below:

1. Sociologist - This person is in charge of finding evidence of how people lived during each era of the Stone Age. They will determine if people lived in societies, were nomadic, etc. They will also look at the art, tools, evidence of language, ceremonies and burial rites of the day. Additionally, they will determine if there was any evidence of fire and how it was used.

2. Nutritionist - This person will provide information on the diet of prehistoric man throughout the different eras during the Stone Age. They will supply information about how food was acquired and how it was shared.

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading Piece
- Interim Assessment
- Performance Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z

<p>3. Meteorologist - This person is responsible for providing information about the climate changes from the Ice Age through the Neolithic Revolution. They will provide evidence of necessary adaptations and development due to the climate change.</p> <p>4. Anthropologist - This person will describe early man's changes in physical size during each era. They will also describe the various habitats through migration based on where fossils have been found.</p> <p>Upon gathering this information - the group will compile all of their information to design the three-week T.V. show "Stone Age". They will create a presentation depicting the changes in development and growth for each era during the Stone Age. They will also design challenges for the contestants and decide how contestants win or lose the game.</p>	<ul style="list-style-type: none"> • Social Studies related Achieve 3000 Leveled Articles • Fundamentals Unlimited Books and Assessments
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<p>Unit 2: Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley: Mesopotamia</p>	<p>Duration: 50 days</p>
<p style="text-align: center;">Standards</p> <p>6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8. B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern</p>	

counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

6.2.8. C.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. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.

6.2.8. D.2.c 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. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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CRP1. Act as a responsible and contributing citizen and employee.

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CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<ul style="list-style-type: none"> ● Technology is the use of knowledge and skills and affects politics, economics, and culture. ● Slavery existed in the economic and social structures of early river valley civilizations. ● Slavery has existed throughout history. ● 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 expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. 	<ul style="list-style-type: none"> ● How does the development of technology affect the development of a society? ● What are the consequences of technology? ● How did slavery exist in the economic and social structures of early river valley civilizations? ● Has slavery changed throughout history? ● Why do people migrate?

Vocabulary

Civilization, fertile, plain, plateau, irrigation, city-state, region, artisan, ziggurat, society, polytheism, scribe, cuneiform, conquer, empire, dynasty, conquest, covenant, monotheism, slavery, descendant, synagogue, barter

Knowledge and Skills

Content: *Students will know....*

- The Fertile Crescent sustained the first known civilization.
- Sumer had a class system in which priests and kings held power.
- Sargon conquered Sumerian city-states to create an empire.
- Hammurabi's Code defined laws that united the empire.
- Assyrians and Persians created and governed vast empires.
- Mesopotamians cultures mad lasting governed vast empires.
- Slavery takes away the rights and freedoms of others.
- Slavery has existed throughout history.
- Phoenicians spread Mesopotamian civilizations through ocean trade.
- The Phoenician alphabet was a significant contribution.
- Hammurabi's Code defined laws that united the empire.

Skills: Students will be able to ...

- Identify main ideas and details about the Standard of Ur.
- Identify and create a modern "standard."
- Analyze causes and effects of the first empires.
- Draw conclusions about Hammurabi's Code and its impact of modern laws.
- Summarize how Assyrian and Persian empires were governed.
- Explain how slavery has changed throughout history.

<ul style="list-style-type: none"> ● Assyrians and Persians created and governed vast empires. ● Mesopotamians cultures mad lasting governed vast empires. ● Phoenicians spread Mesopotamian civilizations through ocean trade. ● The Phoenician alphabet was a significant contribution. 	<ul style="list-style-type: none"> ● Describe how slavery takes away the rights and freedoms of others and how slavery has progressed throughout history. ● Work in teams to plan Babylon’s restoration. ● Summarize information about the Phoenicians. Categorize information to conduct a Phoenician trade exercise.
Instructional Plan	
Suggested Activities:	Resources
<p>Students can create their own Ziggurat out of clay to better understand the structures that the ancient Mesopotamian people built.</p>	<p>Clay, sponge, utensils to shape clay</p> <p>E-How Instructions: http://www.ehow.com/how_10003109_make-pop-up-ziggurat-temple.html</p>
<p>Hammurabi’s Code Art – Students pick various laws from Hammurabi’s Code and depict them in visual form. As an extension/alternative to the Social Classes Diagram, they could make pictures to show how different social classes would be treated under the law according to Hammurabi.</p>	<p>Laws from Hammurabi’s code</p>

<p>Epic of Gilgamesh Comic Book – students tell the story in comic book form including comic-style drawings, dialogue, and/or captions.</p>	<p>Paper for comic book, draw and coloring supplies, information about the Epic of Gilgamesh</p>
<p>Hall of Fame Mesopotamia – biographical descriptions of important Mesopotamians (Sargon, Hammurabi, Moses, Nebuchadnezzar, etc...). Maybe have the class or groups rank them based on importance and have a debate on who should be in and who should be out.</p>	<p>Information about important Mesopotamian people</p>
<p>Research how slavery has changed throughout history. Present the findings via Google slides, Google classroom, or on a traditional poster board.</p>	<p>Various websites and literature that discuss the history of slavery.</p>
<p>Achieve 3000 Writer: Write an article for Achieve 3000 that provides a historical look at slavery and how it has changed throughout history. Follow the Achieve format and create 8 questions to accompany your article.</p>	<p>Achieve 3000</p>
<p>Research an African American and write a persuasive essay why this person should be nominated for his/her contributions to society.</p>	<p>Achieve 3000 articles, Amistad website, and classroom library literature.</p>
<p>Read and explore texts from Kids Discover Magazine and the Schoolwide Culture Shapes Perspective unit to learn more information about the topics in this unit.</p>	<p>Kids Discover Magazine, Schoolwide Culture Shapes Perspectives unit</p>
<p>Visual Almanac of Mesopotamian Achievements – Students draw pictures and write brief informational captions about some of the many achievements/inventions of the Mesopotamians.</p>	<p>Information about Mesopotamia (textbook, internet), drawing supplies, paper</p>

Mesopotamia Collage - Have students use the computer to find photos (or magazines, if available) to make a collage showing different aspects of Mesopotamian civilization.	Internet access to find and gather pictures
Literature	
<p><i>A History of US; 2003- Joy Hakim</i> <i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>Gilgamesh the King</i> By: Ludmila Zeman <i>The Revenge of Ishtar</i> By: Ludmila Seman <i>The Last Quest of Gilgamesh</i> By: Ludmila Zeman <i>The Watsons Go to Birmingham- 1963</i> By: Christopher Paul Curtis <i>Jump Ship to Freedom</i> By: James Collier <i>Worlds Apart</i> By: Kathleen Karr <i>Freedom Over Me</i> By: Ashley Bryan <i>Lugalbanda</i> By: Kathy Henderson <i>DK Eyewitness Mesopotamia</i> By: Philip Steele <i>The Golden Bull</i> By: Marjorie Cowley <i>Ancient Mesopotamia: Sumerians, Babylonians, Assyrians</i> By: Virginia Schomp <i>Gilgamesh the Hero</i> By: Geraldine McCaughrean</p>	
Websites	
Mesopotamia Project	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
Ancient Mesopotamia Information	http://www.ancientmesopotamians.com/websites-on-mesopotamia.html
Ancient Mesopotamia Student Activities	http://mesopotamia.mrdonn.org/
Discovery Education Media	www.discoverykids.com
Amistad Commission Interactive Curriculum	http://www.njamistadcurriculum.net/

Digital History: Slavery in the Ancient, Medieval, and early Modern Worlds	http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3027
History: Slavery in America	https://www.history.com/topics/black-history/slavery
Flocabulary	http://www.flocabulary.com
Brain Pop	http://www.brainpop.com
Related Primary Source Documents from the National Archives Compiled by the National Archives at New York City	http://www.archives.gov/northeast/nyc.com
Project suggestions, multiple intelligences	http://www.projecthistoryteacher.com/2006/10/teaching-ancient-mesopotamia-project.html
CMS Curriculum Companion	http://www.socialstudiescms.com/mesopotamia

Accommodations & Modifications

English Language Learners

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures

- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

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Economically Disadvantaged

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- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

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- Small Group
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- Limit number of oral instructions
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- Copy of notes
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- Break instructions into chunks
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- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing

- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank

- Personal dictionary
- Personal word wall

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Mesopotamia Times Newspaper – Students will create a class Mesopotamia Times Newspaper by write articles, want ads, classifieds, editorials, etc. Each element of the newspaper needs to relate to a different aspect of the unit. This can include Mesopotamian life, such as government, music, art, religion, etc.

Formative Assessments

- Teacher observations
- Performance assessments
- Exit slips/ Slate Assessments
- Daily class work
- Project based activities
- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussions
- Reading Responses
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Interim Assessment
- Performance Assessments
- Tests
- Quizzes National/State/
- District Wide Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric

	<ul style="list-style-type: none"> ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
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Unit 3: Early Civilizations and the Emergence of Pastoral Peoples: Egypt	Duration: 40 days
Standards	
6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	
6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.	
6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.	
6.2.8. B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	
6.2.8. C.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. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	
6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.	

6.2.8. D.2.c 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. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings <i>Students will understand that...</i>	Essential Questions Students will be able to...
<ul style="list-style-type: none"> ● 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 expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Intolerance of people can be linked to slavery. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's' lives? ● How has slavery changed throughout history? ● How can intolerance be linked to slavery? ● What are the consequences of trade?
<ul style="list-style-type: none"> ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common. 	

Vocabulary

Delta, silt, papyrus, cataract, unify, pharaoh, hieroglyphics, pyramid, mummy, economy, independent

Knowledge and Skills

Content: *Students will know....*

Skills: Students will be able to ...

- How Egypt's geography shaped its geography.
- Dynasties of pharaohs ruled Egypt.
- That Egyptians worshipped many gods.
- That Egyptians developed one of the world's first systems of writing.
- Egyptian accomplishments in math, science, art, architecture, and literature.
- Trade led to diffusion between Egypt and its neighbors.

- Compare the viewpoints to understand the lives of ordinary Egyptians.
- Summarize ancient Egypt's main accomplishments.
- Develop cultural awareness about the role of mathematics in building the pyramids.

- Ways in which the cultures of Egypt and Nubia were linked and yet distinct.
- Slavery existed in all time periods.

- Analyze cause and effect as it affected relations between Egypt and Nubia.
- Solve problems that might have affected relations between Egypt and Nubia.
- Compare and contrast slavery throughout various time periods.

Instructional Plan

Suggested Activities

Resources

Students will write their names in hieroglyphics.	Arts and crafts materials http://wonderopolis.org/wonder/what-are-hieroglyphs
Students will participate in the “Welcome to Pyramid Building” webquest.	http://createwebquest.com/node/35638
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.	http://ancientegypt.co.uk/mummies/hom.html
	http://childrensuniversity.manchester.ac.uk/interactives/history/egypt/makeamummy/
Students will take a virtual tour of the Great pyramid at Giza.	http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html
Students will create a Venn diagram that depicts the similarities and differences regarding slavery from Ancient Egypt to today.	https://study.com/academy/lesson/facts-about-slaves-in-ancient-egypt-lesson-for-kids.html
Using http://legacy.mos.org/quest/et/index.php# , students will pick out their tools for a speedy, comfortable trip to the afterlife. They are given 3300 debens to spend on burial preparations. They will pick four of the services and items they need for the afterlife journey without exceeding the budget. At the end, they will find out if they will have a successful journey to the afterlife.	http://legacy.mos.org/quest/et/index.php#

<p>Students will participate in a reader's theater play about Ancient Egypt. The plays represent several of the roles in Ancient Egyptian society. Students will analyze the structural components of the play, practice, and then perform the play.</p> <p><u>Possible Ancient Egypt Scripts:</u></p> <ul style="list-style-type: none"> ● 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 	<p>Ancient Egypt Reader's Theater Scripts found at: http://mickiwiki.pbworks.com/f/ancient+EGYPT+T+CR.pdf</p>
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<p>Literature</p>
<p><i>A History of US; 2003- Joy Hakim</i> <i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <i>The Egyptian Cinderella</i> By: Shirley Climo <i>Sons of the Sphinx</i> By: Cherly Carpinello <i>Slavery in Ancient Egypt and Mesopotamia</i> By: Jacqueline Dembar Greene <i>Egyptology</i> By: Emily Sands <i>Mummies in the Morning</i> (Magic Tree House) By: Mary Pope Osborne <i>Egypt: In Spectacular Cross-section</i> By: Stephen Biesty <i>Ms. Frizzle's Adventures: Ancient Egypt</i> By: Joanna Cole <i>Ancient Egypt</i> By: George Hart <i>Mummy</i> By: James Putnam <i>Ancient Egyptians</i> By: Philip Steele <i>Mummies, Pyramids, and Pharaohs: A Book About Ancient Egypt</i> By: Gail Gibbons <i>Home Life in Ancient Egypt (Primary Sources of Ancient Civilizations)</i> By: Leslie C. Kaplan</p>

Websites	
Brain Pop	www.brainpop.com Videos: Cleopatra, Egyptian Pharaohs, Mummies
Mark Millmore's Ancient Egypt - excellent graphics and text	http://www.discoveringegypt.com/
University of Chicago	http://oi.uchicago.edu/OI/MUS/ED/TRC/EGYPT/egyphome.html
Ancient Egypt ThinkQuest - Facts, activities, resources, crafts, and recipes	http://library.thinkquest.org/CR0210200/ancient_egypt/egypt.htm
Odyssey Online from Michael C. Carlos Museum of Emory University - graphics and info	http://carlos.emory.edu/ODYSSEY/EGYPT/homepage.html
Ancient Egypt from the British Museum in the UK	http://www.ancientegypt.co.uk/menu.html
Color Tour of Egypt from University of Memphis	http://www.memphis.edu/egypt/egypt.html
Exploring Ancient Cultures- Egypt from Indiana site	http://eawc.evansville.edu/egpage.htm
Slaves in Ancient Egypt	https://study.com/academy/lesson/facts-about-slaves-in-ancient-egypt-lesson-for-kids.html
Mr. Dowling's Electronic Passport - Ancient Egypt	http://www.mrdowling.com/604egypt.html
Ancient Egypt	http://www1.kent.k12.wa.us/staff/DarleneBishop/egypt/egypt.html
History for Kids - ancient Egypt	http://www.historyforkids.org/learn/egypt/
Egyptian Mythology	http://www.touregypt.net/gods1.htm
Egyptian Mythology	http://www.akhet.co.uk/mythhome.htm
Egyptian Mummies	http://www.bbc.co.uk/history/ancient/egyptians/#mummification
More Mummies Information from Neferchichi.com	http://www.neferchichi.com/mummies.html
New York Times Daily Lesson Plan 'Mummy Dearest'	http://learning.blogs.nytimes.com/1999/08/24/mummy-dearest/
ONLY FOR THE BRAVE - Make a chicken (or Cornish game hen) mummy	http://www.mummytombs.com/main.mummymaking.htm

Egyptian Mummies from the Smithsonian	http://www.si.edu/Encyclopedia_SI/nmnh/mummies.htm
Mummy-Maker Game	http://www.bbc.co.uk/history/ancient/egyptians/launch_gms_mummy_maker.shtml
Egyptian Art Lessons -	http://www.artfactory.com/egyptian_art/egyptian_art_lessons.htm
Egypt: Daily Life	http://www2.sptimes.com/Egypt/EgyptCredit.4.2.html
NOVA Online : The Pyramids	http://www.pbs.org/wgbh/nova/pyramid
Ancient Egypt Webquests and Activities	http://education.iupui.edu/webquests/egypt/aegypt.htm http://www.woodlands-junior.kent.sch.uk/Homework/egypt/activities.htm http://www.fcps.edu/KingsParkES/technology/webquests/Egypt/index.htm
Mysteries of Egypt	http://www.civilization.ca/civil/egypt/egypt_e.html

Accommodations & Modifications

English Language Learners

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds

- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing

- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
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- Access to notes or text during testing
- Provide study guide
- Word bank

- Personal dictionary
- Personal word wall

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Ancient Egypt Newspaper - Using Google Docs or Google Slides, students will create an "Ancient Egyptian" newspaper. The newspaper will demonstrate knowledge of Ancient Egyptian culture (geography, society, communication, religion, economics, pyramids). The students will include several different components of a newspaper (i.e. articles, weather, finance, editorials, comics).

Formative Assessments

- Teacher observations
- Performance assessments
- Exit slips/ Slate Assessments
- Daily class work
- Pre-assessments
- Class discussions and participation
- Open-Ended Questions

Ancient Egypt Museum - Create a museum exhibit that includes an interactive, visual and written component related to an inquiry about Egypt.

Summative Assessments

- Tests
- Quizzes
- National/state/district wide assessments
- Portfolio Assessment piece
- Performance Assessments

Ancient Egypt Tomb - Create an ancient Egyptian tomb that contains student-made artifacts representative of what would be in a pharaoh's tomb. Give a tour of the tomb to parents and students detailing the importance of the artifacts.

Benchmark Assessment

Slavery in Ancient Egypt- Create an article for an online publication which explains slavery in Ancient Egypt. Compare and contrast slavery throughout history.

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations
- Questions Starters
- Participation Rubric
- Modified Tests/Quizzes/Classwork
- Social Studies related Reading A-Z
- Social Studies related Achieve 3000 Leveled Articles
- Fundamentals Unlimited Books and Assessments

Unit 4: Holocaust and Genocide**Duration:** 20 days**Standards**

6.1.12. A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12. D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12. D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.2.12. A.4.c Analyze the motivations, causes, and consequences of the genocides of Armenians, Roma (gypsies), and Jews, as well as the mass exterminations of Ukrainians and Chinese.

6.2.12. A.4.d Assess government responses to incidents of ethnic cleansing and genocide.

6.2.12.C.4.d Analyze the ways in which new forms of communication, transportation, and weaponry affected relationships between governments and their citizens and bolstered the power of new authoritarian regimes during this period.

6.2.12. D.4.i Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and

share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● Listening, speaking, reading and writing about the Holocaust and World War II require specific academic language. ● The Holocaust began before World War II, with events of causation tracing back to the fallout of World War I. ● The Holocaust, and the laws and policies connected to it, have shaped the decision-making of individuals, cultural groups, and nations, in a way that determined national boundaries, a foundation for basic civil and human rights, and principles of fairness in government. 	<ul style="list-style-type: none"> ● How does discrimination lead to a genocide? ● Why did World War II and the Holocaust occur? ● How did the Holocaust and genocide affect our modern society? ● How did the living conditions affect the people held in concentration camps? ● How do people forgive others? ● Is it possible for nonviolent direct action to transform a community? ● How were lives changed under Nazi occupation? ● How would you have handled living through a similar situation? ● What common obstacles do many people experience and how can they be overcome?

<p>Vocabulary</p> <p>Holocaust, genocide, concentration camp, dehumanization, discrimination, Judaism/Jewish religion, labor camps, Nazi, Adolf Hitler, racism, survivor, victim, Auschwitz-Birkenau, communism, death camp, displacement, propaganda, Nuremberg Laws, World War II, oppression, anti-Semitism, prejudice, ghetto, engagement</p>
<p>Knowledge and Skills</p>

Content: <i>Students will know....</i>	Skills: Students will be able to ...
<ul style="list-style-type: none"> ● The spoken language and vocabulary used to describe, discuss, and write about the Holocaust and World War II. ● The important events before, during, and after the Holocaust. ● What a genocide is and how it violates human rights. ● The people involved in the Holocaust and their roles in the events that occurred during World War II. ● Who was impacted by the events of the Holocaust and World War II. ● About personal experiences from those who were involved in the Holocaust and how these experiences impacted their lives. 	<ul style="list-style-type: none"> ● Sequence historical events leading up to WWII with the support of a timeline. ● Retell and relate information pertaining to the Holocaust with the support of historical documents and other related resources. ● Identify and discuss factors pertaining to cause and effect and the events of the Holocaust and World War II. ● Analyze primary historical documents related to World War II, in order to understand controversial issues related to

<ul style="list-style-type: none"> • There were many points throughout history where people were treated unfair and cruelly, including the Holocaust and slavery. 	<p>World War II, with support of graphic organizers.</p> <ul style="list-style-type: none"> • Summarize the key persuasive points of a primary historical document (letters) related to World War II, with the support of a graphic organizer, peers/group, and key terms. • Compare and contrast the varying perspectives of people involved in the Holocaust (victims, survivors, bystanders, rescuers, and perpetrators). • Analyze the responses of the United States and other countries to violations of human rights that occurred during the Holocaust and other genocides. • Explain how genocide and the Holocaust led to more human rights. • Identify non-violent protests as a means to achieve an end. • Debate if people can truly forgive others. • Describe the importance of freedom and rights for all people no matter their race, religion, or other factor.
Instructional Plan	
Suggested Activities	Resources
<p>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?</p>	<p>https://fcit.usf.edu/holocaust/activity/68plan/headline.htm (activity description and procedures)</p> <p><i>Page One: The Front Page History of World War II by the New York Times.</i> Budget Book Services, 1996.</p>

<p>Pick one event such as Kristallnacht, the Berlin Olympics, or the Warsaw Ghetto Uprising. Research how that event was reported in the American press. Did the Nazis engineer world opinion? Allow students to discover for themselves and then ask critical questions about the newspaper coverage of the Holocaust. Did the stories appear on the front page or were they buried on subsequent pages? Where on the page were the articles placed? What size were the headlines of these articles? Why were those editorial decisions made?</p> <p>Have students bring in articles from the daily newspaper that relate to Holocaust themes such as prejudice, hatred, anti-Semitism as well as heroism, resistance, rescue, etc. Are there noticeable trends? How are difficult subjects treated? Find an article that annoys or inspires you.</p> <p>Have students respond in a letter to the editor about a particular article they feel strongly about.</p>	
<p>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.</p>	<p>http://www.annefrank.org/en/Subsites/Timeline/#!/en/Subsites/Timeline/</p> <p>https://www.ushmm.org</p>
<p>Holocaust Argumentative Essay - The Holocaust task asks students to analyze information from multiple texts and video. Students will write informational texts to demonstrate their ability to determine the central idea of text and analyze its development through the course of multiple texts. Students will write an argument essay demonstrating their ability to cite relevant evidence to support a position.</p>	<ul style="list-style-type: none"> • Kurt Messerschmidt's visual testimony video clip taken from Echoes and Reflections; A Multimedia Curriculum on the Holocaust. To access: <ol style="list-style-type: none"> 1. Go to the iWitness link below 2. Click on "Studying the Holocaust." 3. Click on the picture of Kurt Messerschmidt <p>http://iWitness.usc.edu/SFI/echoes/EnRRResourceGuide.aspx</p>

	<ul style="list-style-type: none"> • Transcript of Kurt Messerschmidt's visual testimony • Franz Paul Stangl's biography from the Holocaust Research Project: http://www.holocaustresearchproject.org/articles/stangl.html • Interview #1 from Into That Darkness by Gitta Sereny http://www.jewishvirtuallibrary.org/jsource/biography/Stangl.html
<p>After viewing the video, students can complete a few different activities:</p> <ul style="list-style-type: none"> • Imagine that soldiers came to your home in the middle of the night and said that you had only an hour to gather all of your belongings. Write about what five items you would take and why you would take those items. • Students will pretend that they are Daniel. Students will write a letter to the outside world about the experiences in his life and his feelings. 	<p>The DVD of Daniel's Story, posters from Yad Vashem or photographs from the Internet</p>
<p>Students can discuss, write, or create a presentation about the unfair treatment of people during the Holocaust and other times in history, such as slavery in the United States or throughout history. Students can describe the fight for freedoms and rights of all people. This activity can conclude with students describing the important of equality, freedom, and respect for others.</p>	<p>Possible Articles for Research:</p> <p>https://newsela.com/read/lib-amistad-history/id/30636/</p> <p><i>The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights</i> By: Russell Freeman</p> <p>https://www.commonlit.org/text-sets/the-holocaust</p>

Literature

A History of US; 2003- Joy Hakim
HMH- Kids Discover
Houghton Mifflin, Social Studies- 2008
Weekly Reader- Scholastic News
The Diary of Anne Frank By: Anne Frank
Number the Stars By: Lois Lowry
Remember Not to Forget: A Memory of the Holocaust By: Norman H. Finkelstein
The Butterfly By: Patricia Polacco
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
Daniel's Story By Carol Matas
Hard Labor: The First African-Americans By: Patricia C. McKissack
Under the Quilt of Night By: Deborah Hopkinson
Drylongso By: Virginia Hamilton

Websites

Brain Pop: Holocaust	http://www.brainpop.com
The Holocaust: A Learning Site for Students	https://www.ushmm.org/learn/students/the-holocaust-a-learning-site-for-students
United States Holocaust Memorial Museum	https://www.ushmm.org
Ducksters	http://www.ducksters.com/history/world_war_ii/holocaust.php

Holocaust Remembrance Day Exploration (pictures, videos, text)	http://www.glencoe.com/sec/socialstudies/btt/holocaust/
Teaching the Holocaust: Lesson Plan Ideas	http://www.educationworld.com/a_lesson/lesson187.shtml
Kids Konnect: Holocaust Facts and Worksheets	https://kidskonnect.com/history/holocaust/
Children of the Holocaust	http://thechildrenoftheholocaust.com/holocaust-facts/
The Holocaust, hosted by the Jewish Virtual Library	http://www.jewishvirtuallibrary.org/jsource/holo.html
Curriculum Resources, hosted by NJDOE Commission on Holocaust Education	http://www.state.nj.us/education/holocaust/curriculum/
The Nuremberg Laws	http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurlawtoc.html
Timeline spanning from World War I through World War II, hosted by PBS	http://www.pbs.org/greatwar/timeline/index.html
Amistad Interactive Curriculum	http://www.njamistadcurriculum.net

Accommodations & Modifications

English Language Learners

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures

- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary

- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks

- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
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Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Students will create a fictional identity as one who lived in Europe during the time of the Holocaust. They will develop a portfolio which will contain the following artifacts: their own timelines of events, diary entries, details of their travels (including where they have sought refuge and why, as well as choices that they make based on information that they have learned through the unit), and a persuasive letter.

Students will speculate if main characters in story survived, would they be able to show forgiveness in present day?

Students will compare and contrast an issue that is current. They will create an instructional poster, essay, Venn diagram or google slide presentation.

Students will react/respond to a poem on perseverance and survival.

Formative Assessments

- Observations
- Homework
- Class Participation
- Debate
- Team Learning
- Notes/Outlines
- Discussions
- Writing/quizzes/tests (emphasizing written communication skills)
- Time-Lines
- Journal Entries/Class Newspapers

Summative Assessments

- Unit Content Tests
- Google slide presentation
- Class Projects
- Oral Writing
- Performance Tasks

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric

	<ul style="list-style-type: none"> ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
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Unit 5: Early Civilizations and the Emergence of Pastoral Peoples: China	Duration: 40 days
Standards	
6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	
6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.	
6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.	
6.2.8. B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	
6.2.8. C.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. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.	
6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley	

civilizations.

6.2.8. D.2.c 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. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p>	
<ul style="list-style-type: none"> ● 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 expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's' lives? ● What are the consequences of trade?
<ul style="list-style-type: none"> ● Trade on a global scale is now common. 	

Vocabulary

loess, terrace, levee, double cropping, pictograph, oracle bone, province, ancestor, civil service, middleman, nobility

Knowledge and Skills

Content: *Students will know....*

Skills: Students will be able to ...

- How geographic features isolated China from other civilizations.
- That the Chinese civilizations arose along the Huang River.
- Achievements of the Shang dynasty. Characteristics of ancestor worship.
- Goals and beliefs of Confucianism and Daoism.
- How the Qin became the first dynasty to unify China.
- Characteristics of a Legalistic form of government.
- Han emperors created one of the most successful Chinese dynasties.
- Confucianism, the Silk Road, and the civil service enhanced the Han dynasty.
- Han society was based on Confucian teachings.

- Describe the physical features of China.
- Summarize the rise of the Shang.
- Identify the main ideas and details of Zhou rule.
- Identify how the Zhou used the mandate of Heaven to gain control of China.
- Compare and contrast spiritual traditions, Confucianism, and Daoism.
- Analyze the philosophies of Confucius and Laozi.
- Understand why Shi Huang Di was able to gain and hold power as the First Emperor.

<ul style="list-style-type: none"> China expanded and prospered under the Han dynasty. 	<ul style="list-style-type: none"> Ask and answer questions about Qin. Contrast the Han's strengths with the Qin's weaknesses. Identify reasons why the Han dynasty was successful. Summarize Han society and achievements. Prioritize the effect of Han inventions of ancient China.
Instructional Plan	
Suggested Activities	Resources
Students will write questions they would ask Qin in an interview about his life. Students will trade their questions with a peer and answer their peer's questions how they believe that Qin would answer them.	Students created interview questions for Qin, background knowledge and information about Qin
Brainstorm questions students may have about ancient China. Allow students to explore questions they may have about ancient China from Ask Mr. Donn (geography, government, religion, daily life, inventions, science, the Silk Road, arts, and architecture).	http://www.ask.mrdonn.org/china/index.html
Create a venn diagram to compare and contrast Confucius and Laozi philosophies or the Confucianism and Daoism spiritual beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Confucius and Laozi are vocabulary words on your list)
Create a Google Slides presentation describing the main idea and details of Zhou rule and how they used the mandate of Heaven to gain control of China	Google Slides, information and background about the Zhou rule

Students can create, write, direct, and produce a three minute movie trailer about one topic they studied in Ancient China	Camera to record the video, access to a computer for editing
Literature	
<p><i>A History of US; 2003- Joy Hakim</i> <i>HMH- Kids Discover</i> <i>Houghton Mifflin, Social Studies- 2008</i> <i>Weekly Reader- Scholastic News</i> <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 <i>Ancient Civilization: China</i> By: Valerie Bodden</p>	
Websites	
<p>Discovery Education</p> <p>Video: Destiny Determined: Power and Ritual in Asia: Segment: Behind the Great Wall</p> <p>Video: Journals Through History: Ancient China: Contributions to the World Segments: The Secrets of Silk Gun Powder Innovations and Inventions Paper</p> <p>Video: Spaced Out Segment: Is the Great Wall of China Visible from Space?</p> <p>Video: Eureka!: China: Fun and Firecrackers: Eat, Play, Boys, Girls Segment: The Red Envelope</p>	<p>http://www.discoveryeducation.com</p>
World History - China	<p>http://web.archive.org/web/20040814144858/http://www.lksd.org/kongiganak/kongiganak/ContinuousEdCarnegie/Carnegie/WorldHistory/WldHistoryCh2/WldHistoryCh2China.htm</p>

Exploring Ancient World Cultures from Evansville, Indiana	http://eawc.evansville.edu/chpage.htm
Daily Life in Ancient China from Mr. Donn	http://china.mrdonn.org/index.html
Mr. Dowling's Electronic Passport	http://www.mrdowling.com/613chinesehistory.html
Web Links on China and the Great Wall	http://www.enchantedlearning.com/subjects/greatwall/Walllinks.html
Ancient China	http://www.historyforkids.org/learn/china/ http://webtech.kennesaw.edu/jcheek3/china.htm
Ancient China Power Point Slides	http://ancienthistory.pppst.com/china.html
Chinese Accomplishments	http://education2.uvic.ca/Faculty/mroth/438/CHINA/CHI-NA-PAGE.html http://www.kidsdiscover.com/ancient-china-for-kids
CMS Curriculum Companion	www.socialstudiescms.com/ancient-china

Accommodations & Modifications

English Language Learners

- Pre-teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products

- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
- Encourage students to use higher-order thinking skills on Bloom's Taxonomy (analyze, evaluate, create)
- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

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- Preview lesson and pre-teach new vocabulary
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- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
- Help Student to Make Real Life Connections to the Lesson by Relating the Skills and Understandings to the Student's Background
- Preteach Vocabulary and Help Students to Preview Lesson to Build Background Knowledge and Help Students Make Connections with their Experiences to Achieve Lesson and Unit Goals
- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
- Separate setting
- Limit number of oral instructions
- Provide choices
- Copy of notes
- Cooperative learning groups
- Repeat instructions
- Break instructions into chunks
- Use visuals
- Have student repeat directions to a peer
- Individualized instruction
- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing

- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
- Small Group
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- Personal dictionary
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Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Select an ancient civilization to study, analyzing the ways in which technology shaped and advanced each aspect of that civilization. After building a background of knowledge, pick one aspect of civilization for which you determine the innovations had a significant impact throughout that society, and predict what the next levels of advancement in that area could be today. You may present your ideas through a website, multimedia presentation, oral presentation, or written report. The advancements you identify will have an impact on the world, and on every global citizen.

Formative Assessments

- Teacher Observations
- Performance Assessments
- Exit Slips/Slate Assessments
- Daily Class work
- Pre-Assessments
- Project based activities
- Class discussions/participation

Summative Assessments

- Tests
- Quizzes
- National/State/District Wide Assessments
- Performance Tasks

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

Alternative Assessments

- Group Work/Class Discussion Rubric
- Teacher Observations

- | | |
|--|--|
| | <ul style="list-style-type: none">● Questions Starters● Participation Rubric● Modified Tests/Quizzes/Classwork● Social Studies related Reading A-Z● Social Studies related Achieve 3000 Levelled Articles● Fundamentals Unlimited Books and Assessments |
|--|--|

Unit 6: Early Civilizations and the Emergence of Pastoral Peoples: India	Duration: 30 days
Standards	
<p>6.2.8. A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.</p> <p>6.2.8. A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</p> <p>6.2.8. B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p> <p>6.2.8. B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p> <p>6.2.8. C.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.</p> <p>6.2.8. D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p> <p>6.2.8. D.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p> <p>6.2.8. D.2.c 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.</p> <p>6.2.8. D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	

6.3.8. A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8. A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8. A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

Interdisciplinary Connections:

ELA:

SL.6.3. Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP4. Communicate clearly and effectively and with reason.

CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

Essential Understandings <i>Students will understand that...</i>	Essential Questions
<ul style="list-style-type: none"> ● 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 expression as art may add value to a culture. ● Religious disagreements may lead to conflict. ● Religious conflict may lead to oppression and intolerance. ● Geography includes people as well as places and how their environments interact. ● Geographic regions share certain characteristics. ● Geography affects how people and things move and where civilizations develop. ● Trade has positive and negative consequences which may include the sharing of ideas and customs. ● Trade networks led to new ways of doing business. ● Trade on a global scale is now common. 	<ul style="list-style-type: none"> ● What are the consequences of technology? ● How are religion and culture connected? ● How much does geography affect people's lives? ● What are the consequences of trade?

Accommodations & Modifications
English Language Learners <ul style="list-style-type: none"> ● Pre-teach vocabulary ● Meet prior to working independently to ensure directions/expectations are understood

- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Provide extra time
- Peer tutoring or partner learning
- Activate and build background knowledge
- Use visual aids and gestures
- Outlining or providing notes for the student
- Associating new vocabulary with pictures
- Modeling and Think Alouds
- Show examples of finish products
- Shared writing opportunities
- Teacher-Student Conferencing to check and monitor understanding
- Partner activities or peer tutoring
- Provide student with a study guide for tests and quizzes
- Provide the student with accountable talk/discussion starter stems
- Chunk the texts into manageable pieces
- Summarize information as it is read
- Preview lesson and pre-teach new vocabulary
- Utilize small group instruction to review key ideas from the lesson

Gifted and Talented

- Ask open-ended questions
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- Cooperative Learning Groups
- Students design their own questions to extended conversations
- Choice Board to extend learning and lesson topics

Basic Skills

- Peer tutoring or partner learning
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- Summarize information as it is read
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- Provide extra time
- Utilize small group instruction to review key ideas from the lesson

Economically Disadvantaged

- Provide Student with Materials and Supplies to Support Lesson and Home Connections
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- Provide Students with Study Guides

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
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- Break instructions into chunks
- Use peer buddy
- Allow additional time
- Behavior breaks
- Setting change breaks
- Sensory breaks
- Access to notes or text during testing
- Provide study guide
- Word bank
- Personal dictionary
- Personal word wall

504 Plans

- Provide differentiated instruction as needed
- Follow all 504 plan modifications
- Provide manipulatives or the opportunity to draw solution strategies
- Seating- preferential, close to instruction, close to visuals or instructor, near good models, away from exits
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Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Other Assessments

Ancient India Children's Book - You have been chosen to create the next great children's book. The purpose of this book is to inform the children of American about ancient cultures of their world. The first new book in this series will be about the nation of ancient India and its history and culture. Your job is to produce a colorful, interesting, and factual children's ABC book using Google Slides using Indian terms and pictures that will help kids to better understand the nation of ancient India. Use the vocabulary words from your unit and the many ideas you have learned to create this informative book. Focus your book on the five topics you feel are most important from this unit.

Formative Assessments

- Teacher Observations
- Performance Assessments
- Exit Slips/Slate Assessments
- Daily Class work
- Pre-Assessments
- Project based activities
- Class discussions and participation

Summative Assessments

- Tests
- Quizzes
- National/State/District Wide Assessments
- Performance Assessments

Benchmark Assessment

- Social Studies Notebook Check with Scoring Rubric

	<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Group Work/Class Discussion Rubric ● Teacher Observations ● Questions Starters ● Participation Rubric ● Modified Tests/Quizzes/Classwork ● Social Studies related Reading A-Z ● Social Studies related Achieve 3000 Leveled Articles ● Fundamentals Unlimited Books and Assessments
<p>Vocabulary</p> <p>Subcontinent, monsoon season, subsistence farming, brahmin, sudra, reincarnation, caste, meditation, enlightenment</p>	
<p>Knowledge and Skills</p>	
<p>Content: <i>Students will know....</i></p>	<p>Skills: Students will be able to ...</p>
<ul style="list-style-type: none"> ● Geography of the Indian subcontinent. How Indus Valley civilization was organized. Mysteries remain about ancient India. Theories about the origins of the Indo ● Information the Vedas provide about Aryan life. Groups that evolved into a caste system. ● How Hinduism evolved from Vedic beliefs and practices. ● Hindu teaching about life after death. ● How Hinduism spread throughout India. 	<ul style="list-style-type: none"> ● Identify physical features of South Asia. ● Draw inferences about Indus Valley civilization. Compare theories about the Aryans. ● Describe the Vedas and caste system. ● Sequence the development of Hinduism. Comprehend Hindu beliefs. ● Compare and contrast Buddhism with Hinduism. Synthesize knowledge of Buddhism.

<ul style="list-style-type: none"> ● Buddha’s search for truth led to spiritual enlightenment. ● Teachings of the Buddha. ● Two forms of Buddhism emerged. ● Chandragupta used strategy to unite India. ● Chandragupta created a bureaucracy, tax system, and spy network. ● Asoka improved the lives of his subjects. ● The Gupta dynasty created the second Indian empire. ● India made advances in the arts, sciences, and mathematics under the Gupta. 	<ul style="list-style-type: none"> ● Determine Chandragupta’s rise to power. ● Evaluate the reigns of Chandragupta and Asoka by asking questions. ● Summarize achievements of the Gupta dynasty. ● Create a booklet highlighting India’s advances in learning.
Instructional Plan	
Suggested Activities	Resources
Create a booklet or brochure describing India’s advances in learning.	Paper for booklet or brochure, drawing and decorating supplies
Create a Venn diagram to compare and contrast Buddhism and Hinduism beliefs. Students can use interactive, online graphic organizer to sort ideas.	Venn diagram (https://my.hrw.com/nsmedia/intgos/html/igo.htm or use MyVocab through Schoolwide if Buddhism and Hinduism are vocabulary words on your list)
Create a biography poster presentation about Chandragupta and his important in ancient India	Information about Chandragupta, poster paper, writing utensils
Create a Google Slides presentation about the Gupta dynasty achievements	Google Slides, information about the achievements of the Gupta dynasty
Have a class debate about the reigns of Chandragupta and Asoka by asking questions and evaluating their importance	Background knowledge about the reigns of Chandragupta and Asoka
Literature	

A History of US; 2003- Joy Hakim
HMH- Kids Discovery
Houghton Mifflin, Social Studies- 2008
Weekly Reader- Scholastic News
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

Websites

BBC	http://www.bbc.co.uk/schools/primaryhistory/indus_valley/
The British Museum	http://www.ancientindia.co.uk/
Time for Kids	http://www.timeforkids.com/TFK/kids/hh/goplaces/main/0,28375,610558,00.html
KidsPast	http://www.kidspast.com/world-history/0102-civilizations-of-india.php
Kids Konnect	http://www.kidskonnect.com/subject-index/26-countriesplaces/313-india.html
History for Kids	http://historyforkids.org/learn/india/
Mr. Donn	http://india.mrdonn.org/
Snaith Primary	http://home.freeuk.net/elloughton13/india.htm
Discovery Education: Video: World's Best: Magnificent Beasts Segment: Indian Subcontinent Video: Mystic Lands: Taj Mahal: Heaven on Earth Segment: Welcome to the Taj Mahal	http://www.discoveryeducation.com
CMS Curriculum Companion	http://www.socialstudiescms.com/ancient-india