



Charter School of Hamilton

SOCIAL STUDIES CURRICULUM GUIDE

6TH GRADE

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This curriculum may be modified through varying techniques, strategies and materials as per an individual student's Individualized Educational Plan (IEP).

**Approved by the Pace Charter School of Hamilton
Board of Education on September 13th, 2017**

Introduction

Mission Statement

Pace Charter School of Hamilton in collaboration with the members of the community shall ensure that all children receive an exemplary education by well-trained committed staff in a safe and orderly environment.

Vision Statement

The Pace Charter School of Hamilton's Board of Trustees commits itself to all children by preparing them to reach their full potential and to function in a global society through preeminent education.

Beliefs

1. All decisions are made on the premise that children must come first.
2. All school decisions are made to ensure that practices and policies are developed to be inclusive, sensitive, and meaningful to our diverse population.
3. We believe there is a sense of urgency about improving rigor and student achievement.
4. All members of our community are responsible for building capacity to reach excellence.
5. We are committed to a process for continuous improvement based on collecting, analyzing, and reflecting on data to guide our decisions.
6. We believe that collaboration maximizes the potential for improved outcomes.
7. We act with integrity, respect, and honesty with recognition that the school serves as the social core of the community.
8. We believe that resources must be committed to address the population expansion in the community.
9. We believe that there are no disposable students in our community and every child means every child.

Board of Trustees Goals

1. Raise achievement for all students paying particular attention to disparities between subgroups.
2. Systematically collect, analyze, and evaluate data to inform all decisions.
3. Improve business efficiencies where possible to reduce overall operating costs.
4. Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.
5. Provide early interventions for all students who are at risk of not reaching their full potential.
6. To create a 21st Century Environment of Learning that promotes inspiration, motivation, exploration, and innovation.

The Beginnings of Human Society

Established Goals:

6.2.8.A.1.a – Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.

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.

6.2.8.B.1.b – Compare and contrast how nomadic and agrarian societies used land and natural resources.

6.2.8.C.1.b – Determine the impact of technological advancements on hunters/gatherers and agrarian societies.

6.2.8.D.1.c – Explain how archaeological discoveries are use to develop and enhance understanding of life prior to written records.

Objectives: Students will be able to independently use their learning to evaluate geographical regions conducive to human survival and adaptation; identify key elements to identify a civilization; analyze Hominid inventions that have had lasting impact on the world (early tools); explain how early technological inventions have changed the lives of ancient people (i.e. the wheel) and are still changing the modern world (i.e. modern

day forms of transporting people and good). This is an idea that should be incorporated throughout each unit and could be used as a final writing assignment for the year, (reference David Christian's Collective Learning Theory for more information); understand that the early migration of people to all parts of the world led to the countless cultures that exist all over the globe.

Understandings:**Students will understand that...**

- Prehistoric people learn to adapt to their environment, to make simple tools, to use fire, and to use language.
- As people migrated around the world, they learned to adapt to new environments.
- The development of agriculture brought great changes to human society.

Students will know...

- The difference between BC and BCE, and AD and CE.
- Vocabulary terms that define periods of time.
- That a primary source is an account of an event by someone who took part in or witnessed the event.
- That a secondary source is information gathered by someone who did not take part in or witness an event.
- How prehistoric people learned to adapt to their environment, use tools, fire, and language.

Essential Questions:

- How does discovering the tools and early remains of our early ancestors help us to understand how early humans lived?

- What lessons from early hominid societies' interactions with their environment can we relate to society's present concerns about our environment (i.e. climate change)?

Suggested Performance Tasks:

- Students will discover the secret of the Ice Man's death by identifying and using processes important to reconstructing and reinterpreting the past such as using a variety of sources , providing, validating, and weighing evidence for claims, checking credibility of sources, and searching for casualty.
- Students will examine 5 different theories of possible causes of the Ice Man's death. They will create a written scenario about the day he died for each theory. They will create their own death certificate with their cause of death accompanied by an explanation.
- Students will take Cornell Notes on selected readings.
- Notebooks evaluated for organizational skills and following directions.

Summary of Key Learning Events and Instruction

- Post and discuss essential questions and understandings.
- Provide clear learning goals and rubrics to track student progress.
- Read the Holt World History text online or other relatable text and take notes (using Avid techniques utilizing Cornell Notes).
- Read and complete primary source documents and biographies.
- Complete vocabulary worksheets including simple compound, and complex sentences for each section in the chapter.

- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences.
- Complete worksheets on Early Hominids.
- Write facts that represent the different groups of hominids.
- Create a timeline using vocabulary terms where applicable.

Mesopotamia and the Fertile Crescent

Established Goals:

6.2.8.A.2.b – Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c – Determine the role of slavery in the economic and social structures of ancient 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.C.2.a – Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

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

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

6.2.8.D.2.d – Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Objectives: Students will be able to independently use their learning to evaluate geographical regions for elements conducive to human survival and adaptation; identify key elements to identify a civilization: Division of Labor/Social Order, Government and Law, Religion, Architecture, and Literature; Analyze Sumerian inventions that have lasting impacts on the world (writing, wheel, division of labor/legal systems); Link current conflict in the Middle East to this region of the world/cradle of civilization and origin of monotheistic religion; compare codes of law from the ancient world of Mesopotamia the laws that rule our society today.

Understandings:

Students will understand that...

- Valley of Tigris/Euphrates Rivers were the site of the world's first civilizations.
- The Sumerians developed the first civilization in Mesopotamia.
- Sumerians made many advances that helped society develop.
- Modern people can learn about cultures by studying primary sources (i.e. Epic of Gilgamesh).
- After the Sumerians, many cultures ruled in the Fertile Crescent.

Students will know...

- Rivers supported the growth of civilization in the Fertile Crescent and other parts of the world.
- Mesopotamians invented farming techniques that led to the growth of cities.
- Sumerians organized into city-states and advanced their society/developed society order.
- Religion (polytheism) played a role in nearly every aspect of Sumerian society.

- Sumerian culture produced many important contributions in the areas of writing, technology, math, science, and art.
- The Epic of Gilgamesh is a primary source document, which gives us information about Sumerian society.
- Invasions of Mesopotamia changed the region's cultures.

Essential Questions:

- What conditions were necessary for the world's first civilization to develop Mesopotamia?
- Why did the Code of Hammurabi play an important role in shaping Mesopotamia? Would America's founding fathers have approved of Hammurabi's system?
- How did the beliefs of city-states differ and influence society?
- How did their religious beliefs influence daily life?

Suggested Performance Tasks:**Build a Ziggurat**

- Students use British Museum web site to research the religious significance of the ziggurat to Sumerian city-states.
- Students can create a "post card" with a picture of a ziggurat on one side and a description on the second side. Description will be of the ziggurat of Ur; students will pretend to have toured the ziggurat.
- Students can use drawings to create a 3D model using paper, scissors, and tape. Students can name their ziggurat by using the cuneiform alphabet.

Create an Irrigation System

- Using History text, students read about irrigation systems in ancient Mesopotamia.
- Students create a replica of an irrigation system, including two canals and a basin stemming from either of the major rivers.
- Students work in groups and create their own division of labor to accomplish the task. Teacher links back division of labor used in student task to division of labor in ancient Mesopotamia.
- Basic supplies needed: printer paper, tape, general class materials.
- Teacher uses marble to represent flood-waters along the irrigation system.
- Celebration of success: groups with effective division of labor and working product receive homework passes.

Summary of key Learning Events and Instruction

- Post and discuss essential questions.
- Assess using multiple-choice questions.
- Provide clear learning goals and rubrics.
- Students use map skills to chart location of different conquerors of Mesopotamia.
- Students write laws pertaining to middle school life with appropriate punishments.
- Discuss why creation of mythology exists for all early cultures.
- Students research and illustrate Sumerian creation myth in cartoon.

Ancient Egypt and Kush

Established Goals:

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient 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.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

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

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

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Objectives: Students will be able to independently use their learning to Explain how the geography of ancient Egypt allowed civilization in the midst of a desert environment, and compare geographical conditions to that of Mesopotamia; Analyze common cause/effect factors that contribute to rise and fall of civilizations like Egypt/Kush; Compare polytheistic beliefs and connection to death/afterlife to modern belief systems and feelings about death; Identify ancient Egyptian achievements in writing, art, and architecture that have connections to the modern world; Research factors leading to the collapse of Egypt's present-day government and the theft of their antiquities (current events).

UNDERSTANDINGS

Students will understand that...

- 1) Water, fertile soil, and natural barriers of the Nile Valley allowed a great civilization to arise in Egypt around 3200 B.C.E.
- 2) Government and religion were closely connected during the Old Kingdom.
- 3) Egypt's power rose and fell at various points in history, culminating with the New Kingdom.
- 4) Egyptian culture made lasting achievements in writing, architecture, and art.
- 5) The kingdom of Kush grew through trade relations and fell at various times due to ongoing conflict with Egypt.

Students will know...

1. All of the reasons why Egypt was called the Gift of the Nile.
2. Why the floods of the Nile made the land ideal for farming.
3. The geography of Egypt kept it isolated from outside invasion.
4. Irrigation systems provided an abundance of food (surplus) for the Egyptians.
5. Upper/Lower Egypt was unified for the first time around 3100 BCE under a pharaoh who served as king and god.
6. The organization of Egyptian society
7. Egypt established trading relationships with their neighbors and beyond.
8. Egyptians were polytheistic and had a strong belief in the afterlife.
9. Egyptian history can be divided into key points, with intermediate periods breaking up times of Egyptian prosperity.
10. Egyptian culture had many achievements in the areas of written language, architecture, and art.
11. Kush, which developed south of Egypt along the Nile, developed an advanced civilization with a large trading network.

Essential Questions:

1. How did the resources of the Nile River contribute to the growth of Egypt's advanced civilization?
2. Why was religion so important to the Ancient Egyptian way of life?
3. How did the success of the pharaohs affect the success or failure of the civilization? Defend your response.

Suggested Performance Tasks:

Egypt Museum

- 1) Provide students with project choices and allow them to choose their own topic related to ancient Egypt.

- 2) Students research their chosen topic and create a replica of the artifact, using materials of their choice.
- 3) Students write a summary of their artifact's significance in the format of a museum plaque. Emphasize the need to cite sources.
- 4) Schedule a date for students to display projects and plaques.
- 5) Invite parents /other classes into view in a museum design.
- 6) Students work as museum employees, presenting to visitors.

Tableau of Gods/Goddesses

- 1) Using the British Museum web page or another resource, assign students a particular god or goddess from Egyptian history.
- 2) Students research their god or goddess and write a first person account, speaking about their importance to Egypt.
- 3) Students will be organized into groups and will present in tableau format. Using tableau format, students are frozen into a position representing their character. One at a time, students "come to life" and tell the story of their character.

Historical Novel

- 1) Students read a novel with an Egyptian connection (The Red Pyramid, The Egypt Game)
- 2) Pull out historical connections and use in written response such as journal entries, open-ended response, descriptive writing, explanatory writing, etc.

Egyptian Art Project (Options)

1. Students create projects related to Egyptian art, i.e. creating their own individual columns or obelisks, murals from tomb art, or pictures using Egyptian styles. (King Tut, Ramses, Hatshepsut, Cleopatra), food, entertainment, art, pyramids, clothing, the sphinx, woman's role in the culture, etc. Students may come up with their own ideas based on interests as well.
2. Students research individually or in groups.
3. When finished, groups present to their peers.

Summary of Key Learning Events and Instruction

- Post and discuss essential questions and understandings
- Pre-assess using multiple choice questions about key concepts
- Provide clear learning goals and rubrics to track student progress
- Read the Holt World History text and take notes using Avid techniques utilizing Cornell Notes
- Read and complete primary source documents and biographies
- Complete vocabulary worksheets including simple compound, and complex sentences for each section in the chapter
- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences
- Mapping activities for Egypt, including identifying the location of Upper/Lower Egypt
- Charting of Egyptian social classes and how social class affected their culture
- Introduce the Book of the Dead from Egyptian culture and the Egyptian creation mythology.
- Introduce mummification process. Complete Investigate Mummy X Activity from TCM book on Ancient Egypt

- Perform Building the Pyramids play from TCM + view videos about architectural construction
- Visual timeline of the three main kingdoms in Egypt's past: (scanned and attached as PDF)
- Socratic Seminar on the Rosetta Stone's importance to unlocking Egypt's past
- Compare and contrast Kushite practices with those of ancient Egypt
- Analyze factors leading to Kush's decline (ex: fighting with Egypt, using up natural resources to promote trade)

Active Citizens in the 21st Century

Established Goals:

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

6.2.8.D.3.f - Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.

Objectives: Student will be able to independently use their learning to develop understanding, respect, and tolerance of other world religions and customs.

Understandings:

The students will understand that...

The central ideas and laws of Judaism are contained in sacred texts such as the Torah.

Christianity grew out of Judaism with the introduction of Jesus as the Messiah. This led to the development of the New Testament as the Christian Bible.

A new monotheistic religion called Islam, founded by the prophet Muhammad, spread throughout Arabia in the 600's.

Students will know...

The common origins and historical context, as well as the moral teachings of the major world religions (Judaism, Christianity, and Islam) and the philosophies behind them.

Essential Questions:

1. How are Judeo-Christian ideas reflected in modern Western society?
2. How do the Old Testament and the four central beliefs of Judaism compare to the Quran and the Five Pillars of Islam?

Suggested Performance Tasks:

Religious Research Project

1) Students research specific questions about the three monotheistic religions of Judaism, Christianity, and Islam. Information can be found in the Holt text on pages:

Judaism Pg. 202-206, 208-212

Christianity Pg. 334-337

Islam Pg. 356-360

2) Students answer assessment questions on the following pages for each religion:

Judaism Pg. 207 (#1a, 1b, 2), pg. 212 (#1a, 1b, 2a, 2b)

Christianity Pg. 338 (#3a, 3b)

Islam Pg. 361 (#1a, 1b, 2a, 2b)

3) Discussion will be led by student volunteers that feel comfortable in sharing their religious beliefs and customs.

4) Teachers can take students back to class for debriefing and discussion after visits. Students will be given an opportunity to reflect after each presentation.

Possible follow up activities: Giant student-made puzzle quilt, or collage with each piece identifying aspects of their individual belief system (ex: holidays, ceremonies, religious leaders, historical leaders, places of worship, holy books, famous quotes from holy scriptures, pictures of religious artifacts, etc.)

Summary of Key Learning Events and Instruction

- Post and discuss essential questions and understandings
- Provide clear learning goals and rubrics to track student progress

- Read the Holt World History text and take notes using Avid techniques utilizing Cornell Notes
- Read and complete primary source documents and biographies
- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences
- Visual timeline integrating the three main monotheistic religions using pg. 204-205 (Judaism), pg. 318-319 (Christianity), and pg. 350-351 (Islam)

Ancient India

Established Goals:

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient 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.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

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

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

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Objectives: Students will be able to independently use their learning to...

1. Explain how ancient India's weather patterns and climatic conditions compare and contrast with that of other cultures and the modern world.
2. Students analyze whether there is a social order in society today and compare it to that of Ancient India's caste system.
3. Students research reasons why the Untouchables existence perseveres in India today (despite India's current Constitution), and identify areas where laws are ignored in American society today.
4. Identify ancient Indian achievements in writing, art, literature, architecture, and technology that have connections to the modern world.
5. Many of the world's religions developed as a reaction to ancient belief systems, i.e. Hinduism, Jainism, Buddhism, Confucianism, and the division of Christian beliefs.

Understandings:

Student will understand that...

- Indian civilization developed along the Indus River (in present day Pakistan).
- Hinduism developed out of ancient Indian beliefs and practices to become the largest religion in India today.
- Buddhism began in India and also became a major religion.
- The Mauryas and the Guptas built great empires in India.
- The people of ancient India made great contributions to the arts and sciences.

Students will know...

- How the geography and climatic changes of India effected its people.
- Harappan civilization developed along the Indus River in two cities: Harappa and Mohenjo Daro.
- Possible explanations for the fall of the Harappan civilization.
- The Aryan Invasion had significant impact on the region's culture.
- How the Aryan culture developed the present-day caste system by organizing people by birth wealth, or occupation.
- The basic beliefs of religions/philosophies that stemmed from Brahmanism
 - o Hinduism
 - o Jainism
 - o Buddhism
- Reasons for the spread of above-mentioned religions/philosophies to the rest of the world
- The Mauryan and Gupta Empires unify India under a central ruler
- The People of Ancient Indian made great contributions to the arts and sciences.

Essential Questions:

- What role has religion played in people's lives in India and in the structure of Indian society and culture?
- Do different beliefs/values shape the development of a culture? • How did geography influence the history of India?
- What advances of Indian culture continue to have an influence on our lives today (i.e. inoculations, the number system, metal alloys)?

Suggested Performance Tasks:

Simulation of the Caste System

1. Assign the students to a different caste giving them specific roles to play within the caste modeling responsibilities of the Varnas.
2. Write a written reflection on how it felt to be in their place in society.

Ancient India Travel Brochure

1. Assign an Ancient India Travel Brochure including Clothing, Food, Art, Architecture, Major Landmarks, Location of Harappa and Mohenjo Daro on the computer.

Create their own individual Seal

1. Create their own individual Seal including a written paragraph explaining how it represents them.

Reflective Writing Assignment

1. Reflective Writing Assignment where they incorporate two ideas from the Eight Fold Path and tell how it was going to change their lives and the world around them.
2. Research and compare and contrast the methods of non-violence between Martin Luther King Jr. and Mahatma Gandhi. (reference Attached Websites list)
3. Using RAFT format, Martin Luther King, Jr. writes a letter back to Gandhi.

Create a Graphic Organizer for Brahmanism, Hinduism, and Jainism

1. Analyze the causes of each philosophy and how it caused the other.

Summary of Key Learning Events and Instruction

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- Read and complete primary source documents and biographies
- Complete vocabulary worksheets including simple compound, and complex sentences for each section in the chapter
- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences
- Mapping activities for India, including identifying the climatic changes and weather patterns.
- Charting of Indian Caste system and how social class affected their culture.
- Create Visual timeline of Events in Ancient India
- Socratic Seminar discussing whether cashmere should belong to Pakistan or India
- Compare and contrast Similarities and differences using a Venn diagram of Brahmanism, Hinduism, and Jainism
- Analyze factors leading to Harappan decline and relate to modern-day agricultural problems (i.e. disappearance of bees and its effect on modern agriculture)
- Research on the new development regarding the theory of the Harappan decline vs. the antiquated theory of Aryan Invasion
- Show Power point presentations for the different religions/philosophies
- Create an Inspiration organizer showing interrelations between the Indian religions and philosophies.

- Create a poster depicting Ancient Indian achievements with pictures and explanations on how they are used in today's society.
- View a variety of teacher-selected video clips (i.e. the Untouchables, a 12 year-old Buddha demonstrating how to meditate,

Ancient China

Established Goals:

6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.

6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient 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.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

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

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

6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.

Objectives: Students will be able to individually use their learning to...

1. Explain how ancient China's physical geography helped isolate them from the rest of the world.
2. Explain how China's climatic regions impacted the lives of ancient and modern-day Chinese people. (i.e. China's Sorrow, Huang He River or Yellow River, flooded with over 250 inches of rainfall each year.)
3. Students will explain how Buddhism changed ancient Chinese mentality regarding social order.
4. Explain how Confucianism leads to Socialism and compare that to Western Ideas of Independence and Individual freedoms.
5. Explain why a vast number of Chinese people believe in philosophies rather than a god or a formal religion even today.
6. Students analyze the varying social order in Ancient China, and compare the different structures. Which citizens were most/least valued? Then compare our modern social structure. Decide where the value is placed on the people in our society.
7. Students compare modern Chinese communism to policies under Shi Huangdi's legalist government in Qin China.

8. Students will compare and contrast under which Emperor of ancient China they would have preferred to live and then make an intelligent rationale about who they would vote for based on the candidate's policies in political elections today.
9. Identify ancient China achievements in writing, art, literature, architecture, and technological inventions that have connections to the modern world (i.e. Seismograph, sundial, paper, gunpowder, acupuncture, machine gun, and the production of silk.)
10. Explain how Chinese technological inventions have changed the lives of the ancient Chinese people (i.e. wheelbarrow) and are still changing the modern world (i.e. iPad).
11. Explain how ancient trade routes led to the exchange of new products and ideas. The fascination with China's ancient Silk Road has increased tourism today and may be a source of fossil fuels along the same route in the future.

Understandings:

Students will understand that...

- Chinese civilization began with the Shang Dynasty along the Huang He River.
- Confucius and other philosophers taught ways to deal with political and social problems in Ancient China.
- The Qin Dynasty unified China with a strong government and a system of standardization.
- The Han Dynasty created a new form of government that valued family, art, and learning.
- Trade routes led to the exchange of new products and ideas between China, Rome, and other peoples.

Students will know...

- Why China's physical geography made farming possible, but travel and communication difficult.
- Civilization began in China along the Huang He and Chang Jiang Rivers.
- China's first dynasties helped to develop Chinese society.
- The Chinese made many achievements in art, literature, and science.
- After the Warring States period, a variety of belief systems developed such as Legalism, Confucianism, and Daoism.
- The Silk Road was a trade route that also allowed the flow of new ideas between China, Rome and other peoples of the ancient world.
- Social order of Chinese society varied according to political and social events occurring during the different time periods.
- The policies enacted and the achievements developed under the Xia, Shang, Zhou, Qin, and Han dynasties.
- Farming and manufacturing grew during the Han dynasty, including the production of silk.

Essential Questions:

- How did China's geography contribute to the country's isolation?
- How did the ancient Chinese adapt to their environment?
- How did the political ideas of the Chinese dynasties compare to political systems of other civilizations?
- How did Chinese inventions alter the course of world history?
- What characteristics make each Chinese dynasty unique?
- What characteristics do they have in common?
- How did the family structure of ancient China influence the development of society?

Suggested Performance Tasks:

Novel Activity

1. Teacher chooses excerpts from *The Forbidden City* by Bell for students to read (approximately three chapters)
2. Students summarize the chapters of the story in writing.
3. Students use the internet to research the events of Tiananmen Square. Students record a list of facts that highlight key events in the massacre.
4. Students use their summary and list of facts to write an expository piece comparing/contrasting the depiction of the events in the novel versus the way it is portrayed in the research, using the text to cite accuracies and inaccuracies they find.

Ancient China Suggested Art Projects

- 1) Provide students with project choices and allow them to choose their own topic related to ancient China (ex: Chinese masks, Terra Cotta soldiers, kites, clothing, dragons, lanterns, the Great Wall, Chinese paper cuts, pagodas, etc.)
- 2) Students research their chosen topic and create a replica of the artifact, using materials of their choice.
- 3) Students write a summary of their artifact's significance.

Terra Cotta Trading Cards

- 1) Students receive an “attention grabber” along with a picture of the Terra Cotta army site.

- 2) Students complete graphic organizer recording possible answers to the mystery of the discovery. Students provide reasons for their predictions on the chart.
- 3) Students read background history on the discovery of the Terra Cotta soldiers.
- 4) Students make and color their own original Terra Cotta trading card. On the front, students draw or trace a picture of a soldier. On the back, details and information are provided for their soldier. (Ex: what was his rank? What weapons was he using? Describe his clothing. Give imaginary overview of his battle.)

Belief System Children's Book

- 1) Students choose one of the three main belief systems in ancient China: Confucianism, Daoism, or Legalism.
- 2) Students write down 10 key elements of the belief system.
- 3) Students create a narrative children's story, weaving in elements, which help to identify the belief system for the reader.
- 4) Book cover should be hand-drawn and decorated, and students should include several illustrations throughout their book.

Posters for Chinese Dynasties

- 1) Divide students into groups of 5. Students will be assigned a specific Chinese Dynasty to research and report on.
- 2) Using laptops or library materials, students extract information about their dynasty.

- 3) Student groups create a poster including key components for the dynasty. Suggested categories: time period, significant rulers, key policies enacted by the dynasty, belief systems, legal systems, key achievements, etc.
- 4) Students are encouraged to include artwork and pictures from the internet on their posters.

Summary of Key Learning Events and Instruction

- Post and discuss essential questions and understandings
- Pre-assess using multiple choice questions about key concepts
- Provide clear learning goals and rubrics to track student progress
- Read the Holt World History text and take notes using Avid techniques utilizing Cornell Notes
- Read and complete primary source documents and biographies
- Complete vocabulary worksheets including simple compound, and complex sentences for each section in the chapter
- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences
- Mapping activities for China, including identifying geographical regions and weather patterns.
- Comparison of social structures under different Chinese dynasties and factors influencing how the social order was determined. Social orders can also be compared and contrasted with previous river valley civilizations studied.
- Create Visual timeline of Events in Ancient China

- Socratic Seminar discussing women's roles in the social structure of China (utilize the biography of Khutulun for contrast with information about the role of women in Han China on text pg. 181 or other teacher generated resources).
- Compare and contrast similarities and differences using a Venn diagram of Confucianism, Daoism, and Legalism.
- Using additional teacher resources, students read about the different stops along the Silk Road. Taking the perspective of Marco Polo or another traveler, students complete diary entries describing their favorite stop along the route.
- Research and question modern policies of China's government, such as stance on pollution, number of children allowed in a family unit for population control, government funded support of athletes compared to U.S. (Olympic athletes), percent of college attendees within a large peasant population.
- Show Power point presentations for the different religions/philosophies (Mr. Donn's is a good online reference)
- Create an Inspiration organizer showing interrelations between the Chinese religions and philosophies.
- View a variety of teacher-selected video clips from Learn 360 or other media source (i.e. the Terra Cotta soldiers, process of silk-making, Han Dynasty achievements, advances in weaponry, etc.)
- Compare philosophy, geography, form of government, social order, etc. of all river valley civilizations studied so far.

Established Goals:

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.B.4.h Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economics.

6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.

6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

Objectives:

Students will be able to independently use their learning to...

1. Identify ways the ancient Maya, Aztecs, and Incas used technological innovations to help them adapt to their geographical challenges. Compare this to modern day advances in technology that help us adapt to our global environments (i.e. Doppler radar, National Weather Service, satellite communication, tsunami warning systems, etc.)

2. Compare/contrast the expertise of ancient engineers to modern day engineering. Students find examples of construction feats that have withstood the test of time.
3. Students investigate the belief system behind the Mesoamerican practice of blood sacrifice. Compare this to cult practices in the modern world and identify how religion can dictate practices that go beyond accepted societal norms. (i.e. Jonestown Massacre, Waco, Texas)
4. Examine the introduction of diseases transferred from the Europeans to the Mesoamerican cultures and the impact on them. Connect this to other examples in history of diseases wiping out significant portions of native populations. Carry this idea forward into the modern world and concepts of germ warfare and control of illnesses.
5. Review trust as a concept. Moctezuma and his people believed that Cortez was a god returning to their culture. Examine how the Aztec trust of the Spaniards led to their downfall and find other more modern examples of how misguided trust has led to the downfall of other cultures or segments of other cultures. (ex: treaties between Native Americans and the U.S. government)

Understandings:

The students will understand that...

Geography helped shape the lives of early Maya in Mesoamerica.

During the classic age, the Maya built great cities linked by trade.

Maya culture was influenced by social structure, religion, and achievements in science and the arts.

The decline of Maya civilization began in the 900's for reasons still unclear.

Students will know...

- Geography played a role in the Maya, Aztec, and Inca economies
- The people of Mesoamerica were skilled at civil engineering
- The Maya developed an advanced civilization that thrived in Mesoamerica from about 250 until the 900's CE
- The strong Aztec empire founded in Central Mexico in 1325 CE lasted until the Spanish conquest in 1521 AD
- The Incas controlled a huge empire in South America but it was conquered by the Spanish
- What geographic and cultural problems the Mesoamerican civilizations overcame to rule their empires
- Key rulers in the Mesoamerican civilizations and their roles in history
- Possible reasons for the rise and fall of Mesoamerican civilizations

Suggested Performance Tasks:

Write a News Article

1. Students read a variety of resources to gather information about a key leader in Mesoamerican history.
2. Students generate a list of interview questions.
3. From their research, students write what they think their historical figure's perspective and response would be.

4. Students write a final interview summarizing key points about what life was like under that ruler in Mesoamerica.

Travelogue

1. Students will be grouped and will choose one of the three Mesoamerican cultures.
2. Students use a variety of resources and media to gather research about their culture, including information about the geography of the area, the social structure, government and economics, religious beliefs and practices, city life, achievements of the culture, and any type of warfare enacted and weaponry used. Project should also contain pictures either copied or sketched to embellish their travelogue. This project could also be completed as a Power Point.
3. In groups, students prepare a travelogue outlining their adventures on a two-week journey in one of these civilizations.

Philosophical Chairs

1. Students research the battles between the Spanish conquistadors and the native people by looking at primary and secondary accounts of the events. Hold a discussion about the Mesoamerican beliefs vs. justification for the Spanish invasion. Was the invasion justified in the name of colonization? Students pick a side to defend.
2. Using Philosophical Chairs/debate format (AVID strategy) students defend their side in the debate.

Summary of Key Learning Events and Instruction

- Post and discuss essential questions and understandings
- Pre-assess using multiple choice questions about key concepts
- Provide clear learning goals and rubrics to track student progress
- Read the Holt World History text and take notes using Avid techniques utilizing Cornell Notes
- Read and complete primary source documents and biographies
- Complete vocabulary worksheets including simple compound, and complex sentences for each section in the chapter
- Write well-written paragraphs including vocabulary words using varied sentences such as simple, compound, and complex sentences
- Mapping activities for Mesoamerica, including identifying geographical regions.
- Comparison of social structures under different Mesoamerican cultures. Social orders can also be compared and contrasted with previous river valley civilizations studied.
- Create Visual timeline of Events in Mesoamerica.
- Create charts listing notes on geography, cities and trade, societies and religion, achievements, and reason for decline for each Mesoamerican culture.
- Compare and contrast similarities and differences using a Venn diagram of the three Mesoamerican empires.
- Using Learn 360 resource, students can view the find of the Red Queen of Palenque. Show students the segments outlining three theories of who the Red Queen might be. Students write and justify who they think the Red Queen is before viewing the segment where the scientific evidence shows the identity of the Red Queen.
- Power points for Mesoamerican culture
- Create an Inspiration organizer showing interrelations between the Mesoamerican cultures.

- View a variety of teacher-selected video clips from Learn 360 or other media source (Mayan ball game, Mayan predictions, Mayan and Aztec sacrificial rituals, etc.)