

# Washington Township School District



***The mission of the Washington Township Public Schools*** *The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Student Learning Standards at all grade levels, as to ensure their full participation in an ever changing world as responsible, self-directed, and civic-minded citizens.*

<b>Course Title:</b>	<b>Humanities</b>				
<b>Grade Level(s):</b>	<b>6</b>				
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>
<b>Course Description:</b>	<p>6th grade Humanities will convey a deeper knowledge of the elements that make up culture and how geography impacts how civilizations develop and change. The course will also highlight how major events affected the culture during ancient times as well as how historical events continue to affect our culture today. The idea behind this course is to create involved, well-informed, global citizens with a strong dependence on reading and writing. Students will be required to read novels related to ancient history as part of the course requirements. The units covered by this course include: Early Humans, Ancient Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Greece, and Ancient Rome. Along with the text History Alive! The Ancient World, students will also develop this understanding through the use of internet resources, computer software, visual exploration, additional literature samples, hands-on projects, simulations to bring history alive, and a variety of assessment tools.</p>				
<b>Grading Procedures:</b>	<ul style="list-style-type: none"> <li>· Major Assessments -- 50% (EX: Benchmarks/Major Projects)</li> <li>· Minor Assessments -- 35% (EX: Quizzes/Current Events/Minor Project)</li> <li>· Supportive Assignments-- 15% (EX: Homework/Classwork Assignments)</li> </ul>				
<b>Primary Resources:</b>	<p><b>Placards of artifacts provided through TCI text</b></p> <p><b>Current Events</b></p> <p><b>Additional online resources to enhance learning</b></p>				

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

**Designed by:** Michelle Maccarella

**Under the Direction of:** Jeffrey Snyder

**Written:** July 2019

**Revised:** Summer 2022

**BOE Approval:** \_\_\_\_\_

## **6<sup>th</sup> Grade Social Studies**

Units of Study Overview

Unit 1 Title: Paleolithic and Neolithic Stone Ages

Unit 2 Title: Ancient Mesopotamia/Judaism

Unit 3 Title: Ancient Egypt

Unit 4 Title: Ancient India

Unit 5 Title: Ancient China

Unit 6 Title: Ancient Greece

Unit 7 Title: Ancient Rome

## Unit 1 Title: Paleolithic and Neolithic Stone Ages

### TCI Lessons 1, 2, and 3

**Unit Description:** Students will learn how social scientists reconstruct the lives of prehistoric humans by examining images of cave paintings and other artifacts. Students analyze images of various hominid groups and explore how physical and cultural adaptations gave later groups advantages. Students will learn how Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade.

**Unit Duration: 4-5 weeks**

#### Desired Results

**Standard(s):** 6.2.8.A.1.a 6.2.8.B.1.a 6.2.8.B.1.b 6.2.8.C.1.a,b 6.2.8.D.1.a,b,c  
RH6-8.7 RH.6-8.4 WHST.6-8.1 WHST.6-8.2 WHST.6-8.3  
6.3.8 CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1.6.1.8 CivicsPI.3.C  
6.3.8.CivicsPR.7 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 6.3.8.CivicsDP.1  
6.3.8.CivicsPD.3

#### Indicators:

- Explain how social scientists such as archaeologists, historians and geographers investigate the past.
- Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists.
- Interpret a cave painting by using the methodology of social scientists.
- Identify when and where various hominin groups lived.
- Describe the physical and cultural adaptations of each hominid group.
- Analyze how the capabilities of each hominin group – development of tools, use of fire, and living in groups – helped them survive.
- Identify Neolithic settlements and explain the reason for their location.
- Compare the lives of hunters and gatherers during the Paleolithic Age with the lives of people during the Neolithic Age.
- Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.

#### Understandings:

*Students will understand that...*

- Social scientists interpret the past by analyzing artifacts and fossils from excavation sites.
- As hominids evolved, they were able to adapt to their changing environment and

#### Essential Questions:

- How do social scientists interpret the past?
- What capabilities helped hominins survive?
- How did the development of agriculture change daily life in the Neolithic Age?
- How do inventions and technology affect our daily lives?

<p>were able to use the natural resources around them.</p> <ul style="list-style-type: none"> <li>-The discovery of domestication of plants (farming) and animals allowed them to settle in one place.</li> <li>-As technology and tools improved so did the quality of life.</li> <li>- What would life be like in a state of nature</li> <li>- What are rights we are born with?</li> </ul>	<p>Civics Essential Questions</p> <p>1) Natural Rights</p> <p>a. What would life be like in a state of nature? What are natural/human rights? How do natural rights represent the dignity of each human being?</p>
---	--

**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>-Create a visual of a hominin highlighting the capabilities of the group</li> <li>-Create a comic strip of Neolithic Nick and Nel illustrating the evolution from the Paleolithic Stone Age to the Neolithic Stone Age.</li> <li>-Creation of a prehistoric cave</li> <li>-Writing Assignment</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>-Completion on online journal notes</li> <li>-Teacher observation</li> <li>-Homework completion</li> <li>-Class participation</li> <li>-Review activities</li> <li>-Informal checks for understanding</li> <li>-Independent reading</li> <li>-Collaboration with others/group work</li> </ul>
--	--

<p><b>Benchmarks:</b></p> <p>Quiz for Chapter 1</p> <p>Quiz for Chapter 2</p> <p>Quiz for Chapter 3</p> <p>Paleolithic/Neolithic Grade 6 Benchmark</p>
--

**Learning Plan**

<p><b>Learning Activities:</b> Activities are suggestions and can be modified with other activities and/or projects.</p> <p><b>**Intro to 6<sup>th</sup> grade Humanities:</b> review of curriculum, course proficiencies, grading system, rules, policies and procedures.</p> <ul style="list-style-type: none"> <li>-Class discussion of culture the theme of the entire year. Identify elements that make up a culture and discuss how cultures vary in today’s world.</li> <li>-Current events: use of CNN10, Flocabulary and Newsela. Possible project for year-long current events: in-depth project drafting a proposal for a current bill in the house or Senate, debating the bill, and finally drafting an original bill based on a problem or issue they see in the US. (Ex. Climate, environment, electoral college, clean water, college tuition, healthcare, etc.)</li> <li>-Activities for Constitution Day and September 11<sup>th</sup>. (1 -2 weeks for review of the above)</li> </ul> <p><b>Chapter 1: 1-2 weeks</b></p> <ul style="list-style-type: none"> <li>-Intro Activity: Watch episodes of the “Flintstones” and identify which things students “think” are true vs. not true about the Stone Ages.</li> </ul>
--

-Create caves in your classroom using black trash bags for several stations using the artifacts placards provided by TCI. Turn off the lights and have students use flashlights. Have students rotate to the various stations acting as archaeologists. Examine the “cave painting,” write a hypothesis about what you believe it is, then read Chapter 1 in the text to learn more, taking notes when appropriate.

-Writing assignment – act as a detective to write hypotheses about artifacts from the Stone Ages write an artifact evaluation with persuasive evidence to validate arguments and conclusions.

-Analyze “The Flintstones” and write one paragraph about how it correctly depicts the Neolithic Age and one paragraph about how it falsely represents this age.

-Map out the migration paths of early humans and determine what landforms, natural resources, and climate they would encounter. Writing assignment: which type of environment would be the best to settle in and why as well as how they would have to adapt to their changing environment.

-Archaeological Dig – have students break into groups and create their own culture. They will then create an artifact from an element of culture and bury it in sand. Acting as an archaeologist, students will trade groups to “dig” up the artifacts from another group writing about what the artifact they found is, what type of civilization it is, and how it must be to do the job of an archaeologist.

#### Chapter 2: 1 week

-Create trading cards for three or four of the hominid groups highlighting their capabilities.

-Watch “Hominin Rap” on YouTube

-Complete the Hominid Choice Board

#### Chapter 3: 1-2 weeks

-Read through Chapter 3, compare and contrast life in the Paleolithic Stone Age vs. the Neolithic Stone Age.

-Create a comic book or other visual about Neolithic Nel and Neolithic Nick clearly illustrating the evolution from the Paleolithic to the Neolithic Age by hand or on the computer. \*Add one additional story page comparing how a key change from the Paleolithic Age to the Neolithic Age paved the way for modern society using Modern Maria.

-Watch videos (view on YouTube) on Otzi the Ice Man from 5300 years ago and what this discovery has taught us about life in the Neolithic Stone Age.

-Newsela reading – domestication of animals

-Discuss how life would be different if our social structures disappeared, how would we rebuild them from the ground up if we woke up one day to find there was no food, money, or leaders.

#### Additional activities/projects:

-Complete a study guide to prepare for the benchmark

-Complete Chapter 1, 2, and 3 online review games

-Watch “The Croods” and identify factual information about the Stone Ages

-Create a 3 dimensional “cave” using a shoebox and natural materials to show understanding of Paleolithic life of the homo sapiens hominin group.

-Independent Reading: “Boy of the Painted Cave”

#### Resources:

-Teach TCI online text Chapters 1, 2, 3

-Online student journals

-Nearpod

-“Croods”

-Virtual Exploration of the Lascaux Caves to examine examples of prehistoric cave art:

[www.culture.gouv.fr/culture/arcnat/lascaux/fr/](http://www.culture.gouv.fr/culture/arcnat/lascaux/fr/)

- Grade 6 Humanities MP 1 folder for handouts

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

<b>Standard(s):</b> <i>SOC.6.2.8.A.1.a - [Cumulative Progress Indicator] - Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</i>	
<b>4.0</b>	<b>Students will be able to:</b> Analyze how the capabilities of each hominin group – development of tools, use of fire, use of natural resources, technologies, and living in groups – helped them survive.
<b>3.0</b>	<b>Students will be able to:</b> Describe the physical and cultural adaptations of each hominid group.
<b>2.0</b>	<b>Students will be able to:</b> Identify when and where various hominin groups lived.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.1.c - [Cumulative Progress Indicator] - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</i>	
<b>4.0</b>	<b>Students will be able to:</b> Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists.
<b>3.0</b>	<b>Students will be able to:</b> Interpret a cave painting by using the methodology of social scientists.
<b>2.0</b>	<b>Students will be able to:</b> Explain how social scientists such as archaeologists, historians and geographers investigate the past.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.C.1.a - [Cumulative Progress Indicator] - 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.</i>	
<b>4.0</b>	<b>Students will be able to:</b> Compare and contrast the lives of hunters and gatherers during the Paleolithic Age with the lives of people during the Neolithic Age.
<b>3.0</b>	<b>Students will be able to:</b> -Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.
<b>2.0</b>	<b>Students will be able to:</b> Identify Neolithic settlements and explain the reason for their location.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, a

	student could include one additional story page on which you explain how one of the key changes from Paleolithic to Neolithic life paved the way for modern society.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/PowerSchool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/ud/">http://www.nj.gov/education/ud/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

- Act as a detective to evaluate artifacts around the room to form conclusions about the lives of early peoples.
- Map out the migration paths of early humans and determine what landforms, natural resources, and climate they would encounter and how they would have to adapt to their changing environment.
- Language Arts/Writing Connection
- Research ways we are still evolving today.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- Games and interactive challenge activities to test knowledge of early humans and identification of artifacts: [earlyhumans.mrdonn.org](http://earlyhumans.mrdonn.org)
- Map out the migration paths of early humans and determine what landforms, natural resources, and climate they would encounter and how they would have to adapt to their changing environment.
- Research ways we are still evolving today.
- Identify modern inventions and technology and determine how they affect our capabilities today.
- Virtual Exploration of the Lascaux Caves to examine examples of prehistoric cave art:  
[www.culture.gouv.fr/culture/arcnat/lascaux/fr/](http://www.culture.gouv.fr/culture/arcnat/lascaux/fr/)
- Create a comic book about Neolithic Nel and Neolithic Nick clearly demonstrating life during the Neolithic Age by hand or on the computer.



## Unit 2 Title: Ancient Mesopotamia

### TCl Lessons 4, 5, and 6

**Unit Description:** Students will learn how geographic challenges resulted in the formation of complex Sumerian city -states. Students analyze artifacts to determine the characteristics of the ancient Sumerian civilizations. Students illustrate major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires.

**Unit Duration: 4-5 weeks**

#### Desired Results

**Standard(s):** 6.2.8.A.2.a, b; 6.2.8.B.2.a,b; 6.2.8.C.2.a; 6.2.8.D.2.a,b,c,d; 6.3.8.A.1; 6.3.8.D.1; RH6-8.4; WHST.6-8.2; WHST.6-8.3 6.3.8

CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C 6.3.8.CivicsPR.7 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPD.3

#### Indicators:

- Describe the location and physical setting of Mesopotamia, including the Tigris and Euphrates river system.
- Analyze geographic problems affecting ancient Mesopotamians and evaluate potential solutions.
- Describe how Mesopotamians modified their physical environment to solve geographic problems.
- Explain how the development of agricultural techniques, such as irrigation systems, led to the emergence of Sumerian city-states.
- Apply the characteristics of civilization to modern day society.
- Identify the location of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian Empires.
- Describe the military, economic, and cultural achievements of early Mesopotamian empires, such as Hammurabi's Code.
- Evaluate the importance of Mesopotamian achievements.

#### Understandings:

*Students will understand that...*

- Certain elements are in place to validate the creation of a civilization.
- Artifacts found in ancient Sumer led archaeologists to understand various aspects of the Sumerian culture, including how the river was essential in their survival.
- The first ever written code of law written by Hammurabi had a profound effect on civilization.
- There were five empires in ancient Mesopotamia each with achievements that contributed to their development: Sumerian,

#### Essential Questions:

1. What are the elements that make up culture/civilization?
2. Why do historians classify ancient Sumer as a civilization?
3. How did a written code of law impact civilization?
4. What were the most important achievements of the Mesopotamian Empires?

#### Civics Essential Questions

- Justice & Fairness
  - How would you define fairness & Justice? How should criminal actions be fairly addressed?



Akkadian, Babylonia, Assyrian, and Neo-Babylonia.  
 -How each Mesopotamian society defined fairness and justice.  
 -How each Mesopotamian society defined common good and civic virtue.

- Common Goods and Civic Virtue
  - What is the common good?
  - What is the social contract?
  - Why is a common good important in a democratic society?
- Social Order and Individual Rights
  - How does government maintain safety and order?
  - How does government protect individual rights?
  - How does government balance the need for the social order and individual liberty?
- Conflict Resolution
  - What are the sources of conflict?
  - How are conflicts between and among individuals resolved?
  - When is compromise necessary?
  - What strategies can help us better incorporate multiple perspectives into civil discourse?

**Assessment Evidence**

**Performance Tasks:**  
 -Problem solve with a group to determine solution to the problems faced by the first people to settle along the Tigris and Euphrates Rivers.  
 -Review artifacts of Sumer and analyze how each helped their development of daily life. Write an analysis of each artifact.  
 -Examine 8 of Hammurabi’s laws on the computer. First determine what appropriate consequences for today would be. Compare and contrast to Hammurabi’s punishments. Use the address below:  
[http://www.phillipmartin.info/hammurabi/hammurabi\\_situation\\_index.htm](http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm)  
 -Safari Montage: Arizona Smith

**Other Evidence:**  
 -Completion on online journal notes  
 -Teacher observation  
 -Homework completion  
 -Class participation  
 -Review activities  
 -Informal checks for understanding  
 -Independent reading  
 -Collaboration with others/group work

**Benchmarks:**

Quiz for Chapter 4

Quiz for Chapter 5

Quiz for Chapter 6

**Mesopotamia Grade 6 Benchmark: Multiple choice and performance assessment (create a real estate advertisement for Sumerian city-states including evidence of why it would have been a great place to live.)**

## Learning Plan

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**Independent Reading: "The Golden Bull: A Mesopotamian Adventure"**

**Chapter 4: 1-2 weeks**

-In a response group activity, students work together to problem solve responses to geographic challenges faced by early Mesopotamians and describe how these responses led to the formation of complex Sumerian city-states. Take notes in online journal.

-Create a map highlighting the geographic features of Mesopotamia

-RACE open ended response about problems and solutions

-Create an irrigation treaty clearly explaining why different villages need to cooperate to maintain the irrigation system by at least two specific actions.

-After students have completed the Processing Activity in the curriculum, have pairs write a dialogue between a Sumerian and a person living in the US today including similarities and differences between the two and why they can both be categorized as civilizations.

-Have students write a persuasive essay in which they argue for the necessity of the walls around the city-states in Sumer.

**Chapter 5: 1 week**

-Working in groups students will examine Sumerian inventions and provide evidence on how these inventions affected the characteristics of civilization such as social structure, government, religion, the arts, technology, writing, and a stable food supply.

-Review artifacts of Sumer and analyze how each helped their development of daily life. Write an analysis of each artifact.

**Chapter 6: 2 weeks**

-Students will work in groups to read and take notes on the important achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian empires that ruled Mesopotamia.

-Students can then choose a project to provide evidence of learning and compare and contrast the 4 empires of Mesopotamia: create a report card to grade each empire on its achievements, create a mechanical diorama to illustrate the achievements, create a plaque honoring the empire with the best achievement and write an essay to defend the choice.

-Examine 8 of Hammurabi's laws on the computer. First determine what appropriate consequences for today would be. Compare and contrast to Hammurabi's punishments. Use the address below:

[http://www.phillipmartin.info/hammurabi/hammurabi\\_situation\\_index.htm](http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm)

-Imagine Hammurabi was running for president today. Design a campaign for him with posters, speeches, buttons, commercials, etc. to get him elected for office. What would his platforms be? Compare to current issues politicians are facing today including in-depth research on current societal issues and require at least two campaign ads.

**Additional activities/projects:**

-Complete a study guide to prepare for the benchmark

-Complete Chapter 4, 5, and 6 online review games

-Watch YouTube: Mr. Nicky Mesopotamia Song

-Watch Flocabulary song: Ancient Mesopotamia

-Safari Montage: Arizona Smith Ancient Mesopotamia

**Resources:**

- Teach TCI online text Chapters 4,5, 6
- Online student journals
- Nearpod
- Grade 6 Humanities MP 1 folder for handouts

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):** *SOC.6.2.8.B.2.a - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.*

<b>4.0</b>	<b>Students will be able to:</b> -Analyze geographic problems affecting ancient Mesopotamians and evaluate potential solutions.
<b>3.0</b>	<b>Students will be able to:</b> -Explain how the development of agricultural techniques, such as irrigation systems, led to the emergence of Sumerian city-states.
<b>2.0</b>	<b>Students will be able to:</b> -Describe the location and physical setting of Mesopotamia, including the Tigris and Euphrates river system.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):** *SOC.6.2.8.D.2.a - [Cumulative Progress Indicator] - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.*

<b>4.0</b>	<b>Students will be able to:</b> -Evaluate the importance of the Mesopotamian achievements.
<b>3.0</b>	<b>Students will be able to:</b> -Explain the major achievements of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian Empires.
<b>2.0</b>	<b>Students will be able to:</b> -Identify the location of the Akkadian, Babylonian, Assyrian, and Neo-Babylonian Empires.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):** *SOC.6.2.8.D.2.d - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.*

<b>4.0</b>	<b>Students will be able to:</b> -Compare and contrast/Grade the achievements of each of the civilizations of Mesopotamia.
<b>3.0</b>	<b>Students will be able to:</b>

	-Describe the military, economic, and cultural achievements of early Mesopotamian empires, such as Hammurabi's Code.
<b>2.0</b>	<b>Students will be able to:</b> -Describe how Mesopotamians modified their physical environment to solve geographic problems.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, students can write and perform a dialogue between a Sumerian and a person living in the United States today.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerschool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:**

-What does it mean to be "highly civilized? \*Review artifacts of Sumer and analyze how each one helped them form: a stable food supply, social structure, writing, government, religion, the arts, and technology to create the first civilization.

-Use of Newsela: supplement with related articles

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

-Imagine Hammurabi was running for president today. Design a campaign for him with posters, speeches, buttons, commercials, etc. to get him elected for office. What would his platforms be? Compare to current issues politicians are facing today.

-Examine 8 of Hammurabi's laws on the computer. First determine what appropriate consequences for today would be. Compare and contrast to Hammurabi's punishments. Use the address below:

[http://www.phillipmartin.info/hammurabi/hammurabi\\_situation\\_index.htm](http://www.phillipmartin.info/hammurabi/hammurabi_situation_index.htm)

-Safari Montage: Arizona Smith Ancient Mesopotamia

## **Unit 3 Title: Ancient Egypt/Judaism**

**TCI Lessons 7, 8, 9, 11, and 12**

**Unit Description:** Students will learn about the elements of culture in Ancient Egypt, understanding how they used their surrounding natural resources to create a civilization in the middle of a desert. Students will also learn of the origin of Judaism and the beliefs and practices of the religion from past and present.

**Unit Duration: 7 weeks**

### **Desired Results**

**Standard(s):** 6.2.8.A.2.a, b; 6.2.8.B.2.a,b; 6.2.8.C.2.a; 6.2.8.D.2.a,b,c,d; RH6-8.4; RH6-8.7, WHST.6-8.2; WHST.6-8.3, WHST.6-8.4, WHST.6-8.6

6.3.8 CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C  
6.3.8.CivicsPR.7 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1  
6.3.8.CivicsPD.3

### **Indicators:**

- Students will model the physical geography, including major river systems, of ancient Egypt, Kush, and Canaan.
- Students will recognize locations of early human settlement in these areas.
- Students will describe how environmental factors supported permanent settlement and the development of civilization in these areas
- Students will identify the accomplishments of four key pharaohs from ancient Egypt.
- Students will analyze ancient Egyptian art and architecture to better understand the accomplishments of the pharaohs.
- Students will hypothesize some ways in which Egyptian pharaohs achieved their most impressive accomplishments, and the effects of these accomplishments on ancient Egypt.
- Students will explain why the social structure of ancient Egypt is organized like a pyramid and how religion affects that organization.
- Students will identify the key aspects of daily life for five social classes in ancient Egypt.
- Students will identify the written language and various art forms in ancient Egypt.
- Students will analyze and describe images that show the commercial, cultural, and political relationship between Kush and Egypt.
- Students will describe the origins of Judaism as the first monotheistic religion.
- Students will identify the Torah as the source of the basic teachings of Judaism.
- Students will explain the significance of Abraham, Moses, David, and Solomon in the history of the Israelites.
- Students will describe the central laws and teachings of Judaism.
- Students will explain why and how Judaism survived and developed and summarize why the teachings remain influential today.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>-Geography and available resources play a specific role in how a civilization develops.</li> <li>-Pharaohs of ancient Egypt defined Egyptian life and culture with their accomplishments.</li> <li>-The social class pyramid of ancient Egypt determined a persons' daily life.</li> <li>-We need tolerance and acceptance of world religions such as Judaism as it is still practiced today.</li> <li>-Understand the concept of human rights, and how the Jewish people's have and/or have not historically been protected.</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did geography affect early settlement in Egypt, Kush, and Canaan?</li> <li>2. What did the pharaohs of ancient Egypt accomplish and how did they do it?</li> <li>3. How did social classes affect daily life in ancient Egypt?</li> <li>4. How did Judaism originate, develop, and survive to modern day?</li> </ol> <p><b>Civics Essential Questions:</b></p> <p><b>Natural Rights</b></p> <ul style="list-style-type: none"> <li>• How can natural and human rights be protected?</li> <li>• What are natural and human rights?</li> <li>• How do natural rights represent the dignity of each human being?</li> </ul> <p><b>Authority</b></p> <ul style="list-style-type: none"> <li>• How does the "consent of the governed" provide legitimacy to a government</li> </ul>
--	---

**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>-Recreate the physical geography of Egypt</li> <li>-Visit the monuments of Egypt and write a postcard about each one</li> <li>-Create and perform dramatizations about the social structure of Ancient Egypt</li> <li>-Create an online travel brochure</li> <li>-Create scrolls of important figures in Judaism</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>-Completion on online journal notes</li> <li>-Teacher observation</li> <li>-Homework completion</li> <li>-Class participation</li> <li>-Review activities</li> <li>-Informal checks for understanding</li> <li>-Independent reading</li> <li>-Collaboration with others/group work</li> </ul>
---	--

<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Quiz for Chapter 7</li> <li>Quiz for Chapter 8</li> <li>Quiz for Chapter 9</li> <li>Quiz for Chapter 11</li> <li>Quiz for Chapter 12</li> <li>Egypt Grade 6 Benchmark</li> </ul>
---

**Learning Plan**

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**-Independent reading suggestion: “Mara Queen of the Nile”**

**Chapter 7: 1 week**

- Students will use their bodies in an experiential exercise to recreate the physical geography of ancient Egypt, Kush, and Canaan to learn about how environmental factors influenced early settlement in this area.
- Create a map highlighting major geographic features.
- Have students research the actual locations of the first settlements in NJ and label them on a map for display in the classroom comparing/contrasting the first settlements of Egypt.

**Chapter 8: 2 weeks**

- Listen to audio: Take a tour of ancient Egypt by boat including key pyramids and monuments and have students create a four page journal describing their felucca tour of the ancient Egyptian monuments.
- Discuss who the Pharaoh of Egypt was and how they were integral to their religious practices. Where does the power of the pharaoh come from and why did people listen to them
- Complete online student journal questions
- Create a postcard to a friend or family member explaining each monument and what was so special about “seeing” it OR write a research paper about one specific pharaoh.
- Create a “talk show” pretending to ask questions of each of the pharaohs learned about.
- Write an essay explaining why people built monuments to honor people and their accomplishments. Include examples of modern monuments and compare to Egyptian monuments.

**Chapter 9: 2 weeks**

- Students create and perform interactive dramatizations while learning about the social structure of Ancient Egypt and its effect on daily life for members of each social class.
- Read Investigating primary sources “What was it like to be a Scribe in Ancient Egypt?” and answer questions in online student journal. Compare and contrast this to the jobs in the US and the training that they require.
- Create a school social pyramid and write about the positives and negatives of this type of social tier system. Compare and contrast to our social classes today.
- Watch on YouTube, Mr. Mummy which demonstrates the steps of the mummification process and the importance of mummification to Egyptian culture. <https://www.youtube.com/watch?v=pwJ7391G-1s>

**Chapter 11: 1 week**

- Students will read to identify key historical leaders of the Ancient Israelites and explain their role in the development in Judaism.
- Create informational scrolls about one of the important teachers
- Create a timeline of important historical events in the development and spread of Judaism

**Chapter 12: 1 week**

- Read to identify the central teachings of Judaism and explore ways these traditions have survived throughout history.
- Seder activity – investigate the foods from the Seder tradition and research the importance of each
- Watch “The Prince Of Egypt” which details the story of Moses including his role in Judaism.
- Find a current event that reflects one of the 4 central beliefs of Judaism.

**Additional activities/projects:**

- Create an online travel brochure. Students can pretend to have a time travel machine and create an online travel brochure. Students should research Ancient Egypt using the text and online searches and then create an online travel brochure persuading people to purchase a trip back in time to ancient Egypt outlining important information learned in this unit (ex. Places to see, foods to eat, what to pack, activities to do, places to stay, etc.). High expectations for research, persuasive arguments/writing, and using evidence about Ancient Egypt will be the basis for grading for Humanities students.
- Complete a study guide to prepare for the benchmark
- Complete Chapter 7, 8, 9, 11, and 12 online review games
- Watch Flocabulary song: Ancient Egypt
- Safari Montage: Arizona Smith Ancient Egypt/ Major religions of the world: Judaism



**Resources:**

- Teach TCI online text Chapters 7, 8, 9, 11, 12
- Online student journals
- Newsela – articles about Women in Egyptian society and Life along the Nile
- YouTube
- Movie – “Prince of Egypt”
- Nearpod
- Grade 6 Humanities MP 2 folder for handouts

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s): SOC.6.2.8.B.2.a** - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

<b>4.0</b>	<b>Students will be able to:</b> -Students will model the physical geography, including major river systems, of ancient Egypt, Kush, and Canaan.
<b>3.0</b>	<b>Students will be able to:</b> -Students will describe how environmental factors supported permanent settlement and the development of civilization in these areas
<b>2.0</b>	<b>Students will be able to:</b> -Students will recognize locations of early human settlement in these areas.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s): SOC.6.2.8.D.2.d** - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

<b>4.0</b>	<b>Students will be able to:</b> -Students will analyze ancient Egyptian art and architecture to better understand the accomplishments of the pharaohs. -Students will hypothesize some ways in which Egyptian pharaohs achieved their most impressive accomplishments, and the effects of these accomplishments on ancient Egypt.
<b>3.0</b>	<b>Students will be able to:</b> -Students will explain why the social structure of ancient Egypt is organized like a pyramid and how religion affects that organization. -Students will identify the key aspects of daily life for five social classes in ancient Egypt.
<b>2.0</b>	<b>Students will be able to:</b> -Students will identify the accomplishments of four key pharaohs from ancient Egypt. -Students will identify the written language and various art forms in ancient Egypt.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.2.a - [Cumulative Progress Indicator] - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</i>	
<b>4.0</b>	<b>Students will be able to:</b> -Students will explain why and how Judaism survived and developed and summarize why the teachings remain influential today.
<b>3.0</b>	<b>Students will be able to:</b> -Students will explain the significance of Abraham, Moses, David, and Solomon in the history of the Israelites. -Students will describe the central laws and teachings of Judaism.
<b>2.0</b>	<b>Students will be able to:</b> -Students will identify the Torah as the source of the basic teachings of Judaism, the first monotheistic religion in history.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, a student could create a journal describing a felucca tour of ancient Egyptian monuments.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerchool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul>

	<p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
--	--

**Interdisciplinary Connections**

- Indicators:**
- Write an essay explaining why people built monuments to honor people and their accomplishments. Include examples of modern monuments and compare to Egyptian monuments.
  - Experiential Exercise: Students act out the various landforms and natural resources available in the area and “act out” settlers moving in, how they would navigate the landforms, and where they would settle with persuasive arguments.
  - Find a current event that reflects one of the 4 central beliefs of Judaism.
  - Students will research important people from the religion and create an ancient scroll using a paper towel roll to illustrate what they have learned.
  - Use of Newsela: supplement with related articles

**Integration of 21<sup>st</sup> Century Skills**

- Indicators:**
- Create an online travel brochure (I suggest canva.com): students will pretend are travel agents who have just been given the first-time travel machine. Their assignment is to research Ancient Egypt using textbook and internet search engines and create a travel brochure persuading people to purchase a trip back in time to ancient Egypt including information researched.

## Unit 4 Title: Ancient India

TCI Lessons 13, 14, 15, 16, and 17

**Unit Description:** Students will learn about the diverse geography of India and how it impacted the development of civilization in Ancient India. They will also learn about Hinduism and Buddhism, two religions rising from Ancient Indian Civilizations which are still practiced today.

**Unit Duration: 5-6 weeks**

### Desired Results

Standard(s): 6.2.8.A.2.a, b; 6.2.8.B.2.a,b; 6.2.8.C.2.a; 6.2.8.D.2.a,b,c,d; 6.2.8.A.3.a,b,c,d,e; 6.2.8.B.3.a,b; 6.2.8.C.3.a,b; 6.2.8.D.3.a,b,c,d,e; RH6-8.4; RH6-8.7, WHST.6-8.3, WHST.6-8.4, WHST.6-8.6  
CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C 6.3.8.CivicsPR.7 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPD.3

### Indicators:

- Students will locate and describe eight key physical features of the Indian subcontinent.
- Students will explain how geography affected the location of early settlement.
- Students will form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley.
- Students will analyze artifacts to draw conclusions about daily life in the Indus Valley civilizations.
- Students will explain the relationship among Vedic religion, Brahmanism, and Hinduism.
- Students will outline the social structure of the caste system.
- Students will describe important beliefs in Hinduism and discuss their influence on daily life.
- Students will assess the impact of ancient beliefs and practices on life in Modern India.
- Students will describe the life of Siddhartha Gautama and explain how he became the Buddha.
- Students will analyze paintings to clarify information presented in a historical narrative.
- Students will summarize the main teachings of Buddhism.
- Students will describe the expansion of the Mauryan Empire and political and moral achievements of King Ashoka, including spreading Buddhism.
- Students will interpret excerpts from Ashoka's edicts to create visual representations.
- Students will define what characteristics classify a historical time period as a "golden age."
- Students will describe the important aesthetic and intellectual traditions of ancient India including literature, arts, medicine, metallurgy, and math.

### Understandings:

*Students will understand that...*

- India has a very diverse geography that impacted the development of a civilization.
- We need tolerance and acceptance of world religions such as Hinduism and Buddhism as they are still practiced today.
- Religious systems can have a massive or minor impact on a person's life

### Essential Questions:

1. How did geography affect early settlements in India?
2. What are the origins and beliefs of Hinduism and Buddhism, two religions from Ancient India?
3. How did Ashoka unify the Mauryan Empire and spread Buddhist values?
4. What can artifacts tell us about the daily life of Mohenjodaro?

<p>-Ideas are spread in many ways and those ideas and beliefs have a huge impact on our culture.</p> <p>-Different leaders have different opinions on how situations should be resolved</p>	<p>Civics Essential Questions</p> <p>Freedom of Religion</p> <ul style="list-style-type: none"> <li>○ How can we balance conflicts between religious beliefs and the protection of other rights?</li> </ul> <p>Conflict Resolution</p> <ul style="list-style-type: none"> <li>○ What are the sources of conflict?</li> <li>○ How are conflicts between and among individuals resolved?</li> <li>○ When is compromise necessary?</li> <li>○ What strategies can help us better incorporate multiple perspectives into civil discourse?</li> </ul> <p>Authority:</p> <ul style="list-style-type: none"> <li>○ Why do we need government?</li> <li>○ What makes authority legitimate?</li> <li>○ What forms can government take?</li> <li>○ What is the difference between power and authority?</li> </ul> <p>Social Order and Individual Rights:</p> <ul style="list-style-type: none"> <li>○ How does government maintain safety and order?</li> <li>○ How does government protect individual rights?</li> <li>○ How does government balance the need for social order and individual liberty?</li> </ul>
---	--

**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <p>-Create a map and answer journal questions about the geography</p> <p>-Work in groups to examine artifacts from Mohenjodaro and create a magazine cover about artifacts found</p> <p>-Acrostic poem</p> <p>-Create a billboard</p>	<p><b>Other Evidence:</b></p> <p>-Completion on online journal notes</p> <p>-Teacher observation</p> <p>-Homework completion</p> <p>-Class participation</p> <p>-Review activities</p> <p>-Informal checks for understanding</p> <p>-Independent reading</p> <p>-Collaboration with others/group work</p>
--	---

**Benchmarks:**

Quiz for Chapter 13

Quiz for Chapter 14

Quiz for Chapter 15

Quiz for Chapter 16

Quiz for Chapter 17

India Grade 6 Benchmark

## Learning Plan

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**Chapter 13: 1 week**

- Working in a group, students will work on identifying physical features of the Indian subcontinent and explain how geography influenced the location of early settlements in India.
- Complete map and journal questions about specific physical features
- Show trailer for movie “Everest” to show conditions in the Himalayas/discussion of why people climb it

**Chapter 14: 1 week**

- Experiential Exercise Students will visit 8 research stations to examine artifacts to form ideas about daily life in the Indus Valley. They will then create a cover of a magazine “Dig It” highlighting the discoveries in Mohenjo-Daro and write an article highlighting some of the amazing artifacts they uncovered.
- Students can design a commercial documenting their finds at Mohenjo-Daro giving at least three details about daily life.

**Chapter 15: 1 week**

- Students analyze images representing important beliefs in Hinduism to discover the religion’s origins in ancient traditions and discuss how these beliefs affect life in ancient India and today.
- Watch YouTube video to show students what life an untouchable looks like.  
[https://www.youtube.com/watch?v=ZiC\\_9RHTvsA](https://www.youtube.com/watch?v=ZiC_9RHTvsA)
- Answer question, how does religion affect life in the US and the world? Write an acrostic poem using important vocabulary from the chapter.
- Students can work in pairs to research and create thematic maps about Hinduism outlining the spread of Hinduism over time, how many Hindus there are in the world and percentage by region, state, and country.
- Yoga is rooted in Hindu beliefs, but has been proven to be a valuable exercise – have students participate in yoga using video on YouTube or having a guest speaker come in

**Chapter 16: 1 week**

- Students will read in the text and analyze images to learn about the life of Siddhartha Gautama and how his teachings became the basis of Buddhism.
- Participate in an “act it out” of Buddha’s life and write up mock interview questions for Buddha using key vocabulary words.
- Buddhism and Dr. Seuss activity
- Have students write an advice column for teenagers posing as Buddha. Students should use the teachings of Buddhism and address how they should approach schoolwork, how to treat their friends and family, and how they should behave.

**Chapter 17: 1 week**

- Have students work in pairs to interpret excerpts from King Ashoka’s edicts to analyze how he unified the Mauryan Empire during his rule.
- Debate the differences between Chandragupta and Ashoka, which was a more effective ruler, which was a kinder ruler, and which the student prefers.
- Evaluate the decisions made by Chandragupta and Ashoka when it comes to managing their people.
- Create a billboard ad that Ashoka could use today to spread his edicts.

**Additional activities/projects:**

- Complete a study guide to prepare for the benchmark
- Complete Chapter 13, 14, 15, 16 and 17 online review games
- Watch Flocabulary song: Ancient India
- Safari Montage: Arizona Smith Ancient India/ Major religions of the world: Hinduism and Buddhism

**Resources:**

- Teach TCI online text Chapters 13-17
- Online student journals
- YouTube
- Nearpod
- Grade 6 Humanities MP 3 folder for handouts

### Unit Learning Goal and Scale

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):** *SOC.6.2.8.B.3.a - [Cumulative Progress Indicator] - Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.*

<b>4.0</b>	<b>Students will be able to:</b> -Students will form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley.
<b>3.0</b>	<b>Students will be able to:</b> -Students will explain how geography affected the location of early settlement.
<b>2.0</b>	<b>Students will be able to:</b> -Students will locate and describe eight key physical features of the Indian subcontinent.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):** *SOC.6.2.8.D.3.c - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.*

<b>4.0</b>	<b>Students will be able to:</b> -Students will analyze artifacts to draw conclusions about daily life in the Indus Valley civilizations. -Students will interpret excerpts from Ashoka's edicts to create visual representations.
<b>3.0</b>	<b>Students will be able to:</b> -Students will describe the important aesthetic and intellectual traditions of ancient India including literature, arts, medicine, metallurgy, and math. -Students will describe the expansion of the Mauryan Empire and political and moral achievements of King Ashoka, including spreading Buddhism.
<b>2.0</b>	<b>Students will be able to:</b>



	-Students will define what characteristics classify a historical time period as a “golden age.”
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.3.e - [Cumulative Progress Indicator] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</i>	
<b>4.0</b>	<b>Students will be able to:</b> -Students will assess the impact of ancient beliefs and practices on life in Modern India. -Students will analyze paintings to clarify information presented in a historical narrative.
<b>3.0</b>	<b>Students will be able to:</b> -Students will explain the relationship among Vedic religion, Brahmanism, and Hinduism. -Students will summarize the main teachings of Buddhism. -Students will describe important beliefs in Hinduism and discuss their influence on daily life.
<b>2.0</b>	<b>Students will be able to:</b> -Students will describe the life of Siddhartha Gautama and explain how he became the Buddha. -Students will outline the social structure of the caste system.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, students could design television commercials for a documentary program about the discoveries at Mohenjodaro.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerschool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

- Variation of time: adapting the time allotted for learning, task completion, or testing
  - Variation of input: adapting the way instruction is delivered
  - Variation of output: adapting how a student can respond to instruction
  - Variation of size: adapting the number of items the student is expected to complete
  - Modifying the content, process or product
- Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed [here](#).
- Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here [www.udlguidelines.cast.org](http://www.udlguidelines.cast.org)

### Interdisciplinary Connections

#### Indicators:

- How does religion affect life in the US and the world? Students will review and interpret images related to important beliefs of Hinduism. They will then create an acrostic poem using the vocabulary words.
- How do you achieve happiness? Analyze pictures of Buddhism and participate in an “act it out” of Buddha’s life. Students will then write a mock interview to ask Buddha questions using key vocabulary words.
- Students will tour the important achievements made during the golden age and create a palm leaf book using notes about universities, math, roads, literature, paintings, sculpture, and metalwork.
- Use of Newsela: supplement with related articles

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

- How do we communicate ideas today? Students will research Ashoka’s 4 main goals of his edicts written on temples and pillars to spread Buddhist ideas. Students will then use the following website to create a billboard advertisement Ashoka could use today to spread his ideas.
- Students will visit 8 research stations to examine artifacts to form ideas about daily life in the Indus Valley. They will then create a cover of a magazine “Dig It” highlighting the discoveries in Mohenjodaro.

### Unit 5 Title: Ancient China

TCI Lessons 19, 20, 21, 22, 23, 24

**Unit Description:** Students will learn about the geography of China and how it impacted the development of civilization there. They will also understand the accomplishments of the four dynasties of Ancient China including some of their major inventions.

**Unit Duration: 6-7 weeks**

**Desired Results**

**Standard(s):** 6.2.8.A.2.a, b; 6.2.8.B.2.a,b; 6.2.8.C.2.a; 6.2.8.D.2.a,b,c,d; 6.2.8.A.3.a,b,c,d,e; 6.2.8.B.3.a,b; 6.2.8.C.3.a,b; 6.2.8.D.3.a,b,c,d,e; RH6-8.4; RH6-8.7, WHST.6-8.3, WHST.6-8.4, WHST.6-8.6 and 8.7  
 CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C 6.3.8.CivicsPR.7 6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPD.3

**Indicators:**

- Students will describe the geography of China’s regions and analyze how each region’s physical features, climate, and vegetation affected daily life.
- Students will locate the Huang He Valley and explain why Chinese civilization originated there.
- Students will explain how China’s geographic features isolated it from the rest of the world.
- Students will describe the government, social structure, religion, writing, art, and technology of the Shang Dynasty.
- Students will analyze artifacts to draw conclusions about the Shang dynasty.
- Students will identify political and cultural issues at the end of the Zhou dynasty
- Students will explain how various schools of thought affected political rule in China.
- Students will apply Confucian, Daoist, and Legalist principals to contemporary situations.
- Students will be able to analyze the policies and achievements of the Emperor of Qin.
- Students will be able to evaluate the extent to which Qin Shihuangdi was an effective leader.
- Students will be able to explain how the Han dynasty expanded their empire and their imperial bureaucratic state.
- Students will be able to evaluate the impact of inventions and discoveries in the field of warfare, science, government, art, agriculture, industry, and medicine.
- Students will be able to identify travel difficulties along the Silk Road.
- Students will explain how the Silk Road led to an exchange of goods, ideas, and beliefs.
- Students will be able to describe the diffusion of Buddhism northward from India to China.

**Understandings:**

*Students will understand that...*

- Because they were isolated on three sides, the Chinese believed they were the center of the world.
- The Shang dynasty created the oldest form of writing still in use today, ancestor worship, and were fierce warriors.
- There were three guiding philosophies in Ancient China, including Confucianism, Daoism, and Legalism.
- Qin Shihuangdi did many things in his 15 year reign that were effective and ineffective.

**Essential Questions:**

1. How did geography affect life in ancient China?
2. What do Shang artifacts reveal about this civilization?
3. How did Confucianism, Daoism, and Legalism influence political rule in ancient China?
4. Was the emperor of Qin an effective leader?
5. In what ways did the Han dynasty improve government and daily life in China?
  - How did the Silk Road promote an exchange of goods and ideas?

Civics Essential Questions

-The Han dynasty improved government by creating a bureaucracy, civil service system, and restoring the imperial army.  
 -The Silk Road was a series of merchants who traded silk and spices from China to Rome causing cultural diffusion.

- Common Good and Civic Virtue
- What is the “common good”?
- What is the social contract?
- Social Order and Individual Rights
- How does government maintain safety and order?
- How does government protect individual rights?
- How does government balance the need for the social order and individual liberty?
- Authority:
- Why do we need government?
- What makes authority legitimate?
- What forms can government take?
- What is the difference between power and authority?
- Elections:
- How can we evaluate candidates for positions of authority?

### Assessment Evidence

**Performance Tasks:**

- Create a map
- Excavate a tomb
- Act out the 3 philosophies of China: Confuciansim, Daoism, and Legalism
- Create a wanted poster or certificate of award
- Create bricks for the Han achievements
- Write a compare/contrast essay homework policy at home to the 3 philosophies of China

**Other Evidence:**

- Completion on online journal notes
- Teacher observation
- Homework completion
- Class participation
- Review activities
- Informal checks for understanding
- Independent reading
- Collaboration with others/group work

**Benchmarks:**

- |                         |                     |
|-------------------------|---------------------|
| Quiz for Chapter 19     | Quiz for Chapter 20 |
| Quiz for Chapter 21     | Quiz for Chapter 22 |
| Quiz for Chapter 23     | Quiz for Chapter 24 |
| China Grade 6 Benchmark |                     |

### Learning Plan

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**-Independent reading: “Ties That Bind, Ties That Break”**

**Chapter 19: 1 week**

**-Students will create a relief map and a geographic poster of China’s 5 regions and support hypotheses about the influence of geography on settlement and ways of life in ancient China.**

**-Compare and contrast Chinese and US geography, vegetation, physical features, climate and discuss how those features impacted the way people live.**

**-Have students write a journal with illustrations and descriptions of the Chinese geographies guiding people on a “tour” of China.**

**Chapter 20: 1 week**

**-Students work in pairs to “excavate” a tomb to learn about the government, social structure, religion, writing, art, and technology of the Shang dynasty.**

**-Analyze artifacts from the Shang dynasty at various archaeologist stations. Design a museum exhibit using artifacts discovered with written explanations under each one.**

**-As students learn about Ancestor Worship and respect for elders still today, assign an Elder Relative Project. Students should interview an elder relative and write a report on their findings comparing and contrasting life then and now for their relative and reflecting on why it’s important to have respect for elders.**

**Chapter 21: 1 week**

**-Learning through experience, teach Confucianism, Daoism, and Legalism under classroom conditions that reflect the main beliefs of each philosophy. Answer questions in online journal.**

**Confucianism –assign an elder and separate into four groups. Daoism –students may sit anywhere they want in chairs or on the floor and must move quietly and not call attention to themselves (sit outside in nature if the weather is nice!) Legalist – straight rows, do not speak unless spoken too, sit up straight, and hands folded during lesson.**

**Chapter 22: 1 week**

**-Using online presentation, students will analyze and bring to life images about Qin Shihuangdi’s political and cultural unification of China, his efforts to protect the northern border, and his dispute with the Confucian scholars and determine which actions were effective vs. ineffective as a leader.**

**-Create a wanted poster or award for Shihuangdi based on his effectiveness providing evidence to defend the choice.**

**Chapter 23: 1 week**

**-Students should work in pairs and visit 7 stations to learn about the Han achievements in the fields of warfare, government, agriculture, industry, art, medicine, and science.**

**-Experience Chinese writing using brushes, ink, and paper.**

**-Compare Han achievements to today including military (use of kite), bureaucracy, agricultural techniques, and scientific instruments (seismograph and compass).**

**Chapter 24: 1 week**

**-Students will travel the silk road in a simulated experience to learn about facing obstacles, trading products, and absorbing cultural exchanges that occurred along the Silk Road during the Han Dynasty.**

**-Discussion of trade and prices: how does the middle man affect prices today as they did along the Silk Road. - Discussion of cultural diffusion and a current example of this.**

**Additional activities/projects:**

**-Create a flipgrid or other interactive technology to defend which dynasty was the most influential giving at least 3 detailed reasons why.**

**-RACE essays about each dynasty’s accomplishments and the Silk Road**

**-Watch “Mulan” and write at least 20 things from the movie that are historically accurate**

**-Complete a study guide to prepare for the benchmark**

**-Complete Chapter 19-24 online review games**

**-Watch Flocabulary song: Ancient China**

**-Safari Montage: Arizona Smith Ancient China**

**Resources:**

- Teach TCI online text Chapters 19-24
- Online student journals
- YouTube
- Nearpod
- Grade 6 Humanities MP 3 folder for handouts

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Standard(s):** *SOC.6.2.8.B.2.a - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.*

<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to investigate how the Han dynasty expanded their empire and their imperial bureaucratic state using geographical features.
<b>3.0</b>	<b>Students will be able to:</b> -Students will describe the geography of China's regions and analyze how each region's physical features, climate, and vegetation affected daily life. -Students will explain how China's geographic features isolated it from the rest of the world.
<b>2.0</b>	<b>Students will be able to:</b> -Students will locate the Huang He Valley and explain why Chinese civilization originated there.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):** *SOC.6.2.8.D.3.c - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.*

**SOC.6.2.8.A.3.a - [Cumulative Progress Indicator] - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.**

<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to evaluate the extent to which Qin Shihuangdi was an effective leader. -Students will analyze artifacts to draw conclusions about the Shang dynasty. -Students will be able to analyze the policies and achievements of the Emperor of Qin.
<b>3.0</b>	<b>Students will be able to:</b> -Students will explain how various schools of thought affected political rule in China. -Students will describe the government, social structure, religion, writing, art, and technology of the Shang Dynasty. -Students will explain how the Silk Road led to an exchange of goods, ideas, and beliefs.
<b>2.0</b>	<b>Students will be able to:</b> -Students will identify political and cultural issues at the end of the Zhou dynasty
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

**Standard(s):** *SOC.6.2.8.D.3.e - [Cumulative Progress Indicator] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.*

<b>4.0</b>	<b>Students will be able to:</b>
------------	----------------------------------



	-Students will apply Confucian, Daoist, and Legalist principals to contemporary situations. -Students will be able to evaluate the impact of inventions and discoveries in the field of warfare, science, government, art, agriculture, industry, and medicine.
<b>3.0</b>	<b>Students will be able to:</b> -Students will be able to describe the diffusion of Buddhism northward from India to China.
<b>2.0</b>	<b>Students will be able to:</b> -Students will be able to identify travel difficulties along the Silk Road.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create, challenge and foster discovery of knowledge. For instance, students could compare the Han practices, inventions, or discoveries with contemporary versions of these achievements.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerschool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a> . Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete

	suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a>
--	---

### Interdisciplinary Connections

**Indicators:**

- Adjust the classroom settings and have students act out each philosophy while completing an investigation of each. Confucianism –assign an elder and separate into four groups. Daoism – students may sit anywhere they want in chairs or on the floor and must move quietly and not call attention to themselves (sit outside in nature if the weather is nice!) Legalist – straight rows, do not speak unless spoken too, sit up straight, and hands folded during lesson.
- Writing assignment: Which of the philosophies matches your family’s policies on doing homework?
- Design two bricks depicting which Han inventions most contributed to daily life of the people.
- Use of Newsela: supplement with related articles

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

- Analyze artifacts from the Shang dynasty at various archaeologist stations. Excavate the tomb and design a museum exhibit using artifacts discovered.
- Create a flipgrid video telling which dynasty was the most influential defending the choice with at least 3 facts and elaboration.
- What makes an effective leader? Discuss effective leadership in the modern times.
- View four pictures of Qin’s accomplishments and determine whether Qin was an effective leader. Create a plaque in his honor or a wanted poster.

## **Unit 6 Title: Ancient Greece**

**TCI Lessons 25, 26, 27, 29, 30, 31**

**Unit Description:** Introduction to the Mediterranean Empire of Ancient Greece, focusing on the geography and how it impacted their city-states, the differences between Athens and Sparta, the Golden Age of Athens, and how the culture of Ancient Greece continues to impact our US culture today.

**Unit Duration: 6-7 weeks**

### **Desired Results**

**Standard(s):** 6.2.8.A.3,a,b,c,d,e; 6.2.8.B.3.a,b; 6.2.8.C.3.a,b; 6.2.8.D.3.a,b,c,d,e; RH6-8.4; WHST.6-8.4, WHST.6-8.6 and 8.7  
CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C 6.3.8.CivicsPR.7  
6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPD.3

### **Indicators:**

- Students will be able to examine and analyze the physical geography of Greece and the impact of it on its city-states and colonies.
- Students will be able to identify the advantages and disadvantages of monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece.
- Students will be able to explain key differences between a direct and representative democracy.
- Students will be able to locate Athens and Sparta and explain the connection between geography and development of these city-states.
- Students will be able to compare and contrast life in Athens and Sparta including government, economy, education, and treatment of women and slaves.
- Students will be able to locate the Persian Empire and describe its founding, expansion, and political organization.
- Students will be able to describe the roles of Athens and Sparta in the Persian Wars.
- Students will be able to evaluate the factors that contributed to a Greek victory in the Persian Wars.
- Students will be able to describe the role of Pericles in leading Athens into its Golden Age.
- Students will be able to discuss the significance of religion in the everyday life of the ancient Greeks.
- Students will be able to explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to its Golden Age.
- Students will be able to summarize the roles of Athens and Sparta in the Peloponnesian War.
- Students will be able to describe the rise of Macedonia under the reigns of Phillip and Alexander.
- Students will be able to evaluate the achievements of Alexander the Great.
- Students will be able to explain how Greek language, literature, and art influence the modern world.
- Students will be able to identify the Greek roots of American democracy.
- Students will be able to evaluate the impact of Greek contributions to modern life.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Mountainous terrain separated city-states causing each to have different ways of life.</li> <li>-Democracy developed in Athens and continues to influence our US culture today.</li> <li>-Athens and Sparta joined forces to defeat the Persians and formed an alliance to protect Greece if they were to return.</li> <li>-The “golden age” of Athens led to the development of arts, science, medicine, philosophy, education, drama, architecture, etc.</li> <li>-Alexander created one of the greatest empires ever and spread Greek culture throughout three continents leading to the Hellenistic Age.</li> <li>-Classical ideals about the need for civic virtue adopted by the founding founders</li> </ul>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How did the geography influence settlement and way of life in Ancient Greece?</li> <li>2. How did democracy develop in Ancient Greece?</li> <li>3. What factors influenced the outcome of the Persian Wars?</li> <li>4. What were the major cultural achievements of Athens?</li> <li>5. How did Alexander the Great build his empire using Greek culture?</li> </ol> <p>Civics Essential Questions</p> <p>Justice &amp; Fairness</p> <ul style="list-style-type: none"> <li>○ How would you define fairness &amp; Justice? How should criminal actions be fairly addressed?</li> </ul> <p>Common Good and Civic Virtue</p> <ul style="list-style-type: none"> <li>○ What is the common good?</li> <li>○ What classical ideals about the need for civic virtue did the founders adopt?</li> <li>○ What is the social contract?</li> <li>○ Why is a common good important in a democratic society?</li> </ul> <p>Social Order and Individual Rights</p> <ul style="list-style-type: none"> <li>○ How does government maintain safety and order?</li> <li>○ How does government protect individual rights?</li> <li>○ How does government balance the need for the social order and individual liberty?</li> </ul>
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>-Greek maps</li> <li>-Venn diagram</li> <li>-Museum box assignment</li> <li>-Greek urn/essay</li> <li>-Report card on different forms of government</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>-Completion on online journal notes</li> <li>-Teacher observation</li> <li>-Homework completion</li> <li>-Class participation</li> <li>-Review activities</li> <li>-Informal checks for understanding</li> <li>-Independent reading</li> <li>-Collaboration with others/group work</li> </ul>

**Benchmarks:**

Quiz for Chapter 25	Quiz for Chapter 26
Quiz for Chapter 27	Quiz for Chapter 29
Quiz for Chapter 30	Quiz for Chapter 31

## Learning Plan

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**Independent Reading: “Black Sails Over Troy”****Chapter 25: 1 week**

-Students will examine and analyze maps to learn about the physical geography of Ancient Greece and how it influenced the development of Greek civilization.

**Chapter 26: 1 week**

- Use music choices to experience the governments and principles of a monarchy, oligarchy, tyranny, and democracy. For example, for the monarchy assign a king and only that one person makes the decision about what song to listen to. Oligarchy, chose 3 wealthy monarchs to make the decision about music choice, etc.
- Students will create a report card to determine why each type of government could be effective and which one they felt was most effective and why?
- Have students compare and contrast a Direct Democracy and a Representative Democracy using a Venn Diagram
- Students work in small groups to research modern examples of each form of government and create a poster or digital presentation and present their information and compare it to some of the governments today.
- Participate in government simulations that have the students experience how an autocracy (tyranny), oligarchy, and democracy work.

**Chapter 27: 1 week**

- Read chapter 27 and compare and contrast Athens and Sparta by working in pairs to create placards with illustrations and challenge questions about each city-state.
- Create a Venn diagram to illustrate the similarities and differences of Athens and Sparta
- Prepare a debate for which city-state was most powerful/influential
- Have students create a scrapbook with a decorate cover and at least three colorful pages about their visits to sites in Athens.

**Chapter 29: 1 week**

- Act out a play “The Persians” and “Battle at Marathon”-step into the images and act them out
- Students will then become a spokesperson and argue about which factor was most important in the Greeks winning the war. (military strategy, alliances, knowledge of geography, equipment). Students will write a paragraph about which aspect was the most important in allowing the Greeks to beat the Persians.
- Students will learn about the wars with Persia by dramatizing key events and debating which factors contributed to the eventual outcome of the wars.
- To investigate the key achievements of the golden age under the rule of Pericles.
- Watch videos on Safari Montage/read myths in books from IMC to expand on Greek mythology – create an urn with an original design of favorite myth and write an essay explaining the events in nature, the lessons it taught, and why it was a favorite.

**Chapter 30: 1 week**

- Work in groups to learn about the rise of Macedonia after the Peloponnesian War and debate the degree of success Alexander the Great had in uniting diverse peoples in his empire.

**Chapter 31: 1 week**

-Read and learn about the enduring contributions of the ancient Greeks by matching descriptions of modern life to images of Greek achievements in language, literature, government, the arts, the sciences, and sports.

-Notes in online journal

-Design Commemorative Stamps –have students design four stamps that represent their choices of ancient Greek contributions. Have a gallery and have students vote on which are the best.

**Additional activities/projects:**

-Students will analyze a speech from a funeral that Pericles gave and determine what made him an effective leader.

-Museum box activity - [museumbox.e2bn.org](http://museumbox.e2bn.org) - students will choose an important figure in Greek history and create a museum box about that person’s contributions to the Ancient Greek culture and to American culture.

-Watch “Percy Jackson and the Lightning Thief” and make connections to Greek mythology learned.

-Participate in a Greek Olympics

-Complete a study guide to prepare for the Greece portion of the benchmark (students will take a Greco-Roman final exam)

-Complete Chapter 19-24 online review games

-Watch Flocabulary song: Ancient Greece/YouTube: Mr. Nicky Ancient Greece rap

-Safari Montage: Arizona Smith Ancient Greece/Greek Mythology videos

**Resources:**

-Teach TCI online text Chapters 25-31

-Online student journals

-YouTube

-Nearpod

- Grade 6 Humanities MP 4 folder for handouts

**Unit Learning Goal and Scale**

*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):** *SOC.6.2.8.B.3.b - [Cumulative Progress Indicator] - Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.*

<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to examine and analyze the physical geography of Greece and the impact of it on its city-states and colonies.
<b>3.0</b>	<b>Students will be able to:</b> -Students will be able to locate Athens and Sparta and explain the connection between geography and development of these city-states.
<b>2.0</b>	<b>Students will be able to:</b> -Students will be able to locate the Persian Empire and describe its founding, expansion, and political organization.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>

<b>0.0</b>	<b>Even with help, no success</b>
------------	-----------------------------------

<b>Standard(s):</b> <i>SOC.6.2.8.D.3.c - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</i>	
<i>SOC.6.2.8.A.3.a - [Cumulative Progress Indicator] - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</i>	
<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to evaluate the factors that contributed to a Greek victory in the Persian Wars.</li> <li>-Students will be able to evaluate the achievements of Alexander the Great.</li> <li>-Students will be able to explain how Athenian achievements in architecture, sculpture, drama, philosophy, and sports contributed to its Golden Age.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to explain key differences between a direct and representative democracy.</li> <li>-Students will be able to describe the role of Pericles in leading Athens into its Golden Age.</li> <li>-Students will be able to summarize the roles of Athens and Sparta in the Peloponnesian War.</li> <li>-Students will be able to describe the rise of Macedonia under the reigns of Phillip and Alexander.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to identify the advantages and disadvantages of monarchy, oligarchy, tyranny, and democracy as ways of governing in ancient Greece.</li> <li>-Students will be able to identify the Greek roots of American democracy.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.3.e - [Cumulative Progress Indicator] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</i>	
<b>4.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to compare and contrast life in Athens and Sparta including government, economy, education, and treatment of women and slaves.</li> <li>-Students will be able to evaluate the impact of Greek contributions to modern life.</li> </ul>
<b>3.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to discuss the significance of religion in the everyday life of the ancient Greeks.</li> <li>-Students will be able to explain how Greek language, literature, and art influence the modern world.</li> </ul>
<b>2.0</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to describe the roles of Athens and Sparta in the Persian Wars.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>



0.0	Even with help, no success
<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, students could write a short essay asking them to argue whether they think Alexander was successful in uniting his empire.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerschool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
Learners with a 504	Refer to page four in the <a href="#">Parent and Educator Guide to Section 504</a> to assist in the development of appropriate plans.
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>

**Interdisciplinary Connections**

**Indicators:**

Experiential exercise –simulating the geography of mountainous terrain to understand where to settle and why colonies were necessary.

-Analyze thematic maps to understand trade routes and the development and communication between the colonies.

-Play a game to understand the different types of government: monarchy, oligarchy, tyranny, and democracy.\*Each student will bring in their favorite music and we will act out each government model. Monarchy – king has absolute power. Oligarchy – small group of wealthy people hold the power (aristocrats) Tyranny – one individual has absolute power Democracy – everyone has a vote

-Visual exploration –Athens vs. Sparta to determine the strengths of each city-state.

-Create stations throughout the room to examine placards and make observations and conclusions about: the treatment of women and slaves, education, government, economy in Athens and Sparta

-Students will create a venn diagram comparing and contrasting life in Athens vs. Sparta \*Use of a rubric for grading

-Act out a play “The Persians” and “Battle at Marathon” where students step into the images and act them out -

Students will then become a spokesperson and argue about which factor was most important in the Greeks winning the war. (military strategy, alliances, knowledge of geography, equipment)

-Students will analyze a speech from a funeral that Pericles gave and determine what made him an effective leader.

-Students will take a walking tour of the classroom to examine the achievements of the “Golden Age” Take part in Olympic games

-Students will look at Greek words and how we use them in our modern language.

-Students will work with a partner to evaluate the legacy of Ancient Greece using placards.

### Integration of 21<sup>st</sup> Century Skills

**Indicators:**

-Students will form response groups to evaluate critical questions about the creation of Alexander the Great’s empire.

-Students will become an expert in one area and teach the class about the legacy of Greece.

\*After hearing all of the presentations, students will have to determine which area was most significant and write an essay about it.

-Using [museumbox.e2bn.org](http://museumbox.e2bn.org) - students will choose an important figure in Greek history and create a museum box about that person’s contributions to the Ancient Greek culture and to American culture.

## Unit 7 Title: Ancient Rome

TCI Lessons 32, 33, 35, 36, 37, and 38

**Unit Description:** Students will learn about the Mediterranean Empire of Ancient Rome, focusing on the republic, the expansion of the empire, Christianity, and how the culture of Ancient Rome continues to impact our US culture today.

**Unit Duration:** 6-7 weeks

### Desired Results

**Standard(s):** 6.2.8.A.3,a,b,c,d,e; 6.2.8.B.3.a,b; 6.2.8.C.3.a,b; 6.2.8.D.3.a,b,c,d,e; RH6-8.4; WHST.6-8.4, WHST.6-8.6 and 8.7  
6.3.8 CivicsPR.1 6.3.8 CivicsPR.5 6.3.8.CivicsHR.1 6.3.8.CivicsPI.1 6.1.8 CivicsPI.3.C 6.3.8.CivicsPR.7  
6.3.8.CivicsPI.4 6.3.8.CivicsPD.1. 6.3.8.CivicPD.2 6.3.8.CivicsDP.1 6.3.8.CivicsPD.3

### Indicators:

- Students will be able to identify the location and describe the geography of Rome.
- Students will be able to explain the myth of Romulus and Remus.
- Students will be able to analyze the influence of Etruscan and Greek culture in the development of Roman culture.
- Students will be able to compare and contrast the rights and powers of patricians and plebeians during the various phases of the Roman Republic.
- Students will be able to summarize the lasting significance of the ideas and organization of the Roman Republic.
- Students will be able to explain the role of Julius Caesar and Octavian in Rome's transition from republic to empire.
- Students will be able to evaluate the positive and negative effects of military expansion on Roman society and economic growth.
- Students will be able to analyze the political, economic, religious, and social structures of the Roman Empire.
- Students will be able to compare and contrast the daily lives of the rich and poor in the Roman Empire.
- Students will be able identify the contribution of early Christian leaders to the spread of Christian beliefs.
- Students will be able to describe the role of the Roman Empire in the persecution and spread of Christianity.
- Students will be able to explain the roots of the Christian calendar and major Christian holidays.
- Students will be able to describe the internal weaknesses of the Roman Empire and trace the fall of the empire in the west.
- Students will be able to evaluate the extent to which Roman art, architecture, engineering, language, philosophy, and law influence modern culture.

### Understandings:

*Students will understand that...*

- The Etruscan and Greek engineering, sporting events, architecture, writing, art, and religion influenced Roman development.

### Essential Questions:

1. How did the Etruscans and Greeks influence the development of Rome?
2. What were the characteristics of the Roman Republic and how did they change over time?

-Throughout the Roman Republic mainly the patricians had most of the power, but as time went on the plebeians gained more power in government matters.

-There were 5 stages of expansion which led to Rome becoming an empire.

-Wealthy Romans had a very different lifestyle than poor Romans in regards to food, drink, religion, family life, housing, education, and recreation.

-Christianity originated with Jesus Christ and spread throughout the Roman empire when Constantine became the emperor.

-There are many core beliefs of Christianity that are strengthened by the sacraments, worship practices, and holidays celebrated.

-Ancient Rome has had an enormous influence on western civilization in regard to architecture, art, engineering, language, philosophy, and law.

3. Did the benefits of Roman expansion outweigh the costs?
4. How did wealth affect daily life in the Roman empire?
5. How did Christianity originate and spread?
6. How are Christians' lives shaped by the beliefs and practices of Christianity?
7. To what extent does ancient Rome influence us today?

### Civics Essential Questions

#### Justice & Fairness

- How would you define fairness & Justice? How should criminal actions be fairly addressed?

#### Common Goods and Civic Virtue

- What is the common good?
- What classical ideals about the need for civic virtue did the founders adopt?
- What is the social contract?
- Why is a common good important in a democratic society?

#### Social Order and Individual Rights

- How does government maintain safety and order?
- How does government protect individual rights?
- How does government balance the need for the social order and individual liberty?

#### Conflict Resolution

- What are the sources of conflict?
- How are conflicts between and among individuals resolved?
- When is compromise necessary?
- What strategies can help us better incorporate multiple perspectives into civil discourse?

#### Authority:

- Why do we need government?
- What makes authority legitimate?
- What forms can government take?
- What is the difference between power and authority?

## Assessment Evidence

<b>Performance Tasks:</b> 	<b>Other Evidence:</b> -Completion on online journal notes -Teacher observation -Homework completion -Class participation -Review activities -Informal checks for understanding -Independent reading -Collaboration with others/group work
-------------------------------	--

**Benchmarks:**

- |                     |                     |
|---------------------|---------------------|
| Quiz for Chapter 32 | Quiz for Chapter 33 |
| Quiz for Chapter 35 | Quiz for Chapter 36 |
| Quiz for Chapter 37 | Quiz for Chapter 38 |
- Final Exam: Greco-Roman Benchmark

## Learning Plan

**Learning Activities:** Activities are suggestions and can be modified with other activities and/or projects depending on student needs.

**Chapter 32: 1 week**

- Work in groups to learn about the founding of Rome, and examine images to identify evidence of the Etruscan and Greek influences on Rome.
- Create a map of Ancient Rome

**Chapter 33: 1 week**

- Students will assume the roles of patricians and plebeians to learn how the struggle between these two social classes led to a more democratic government in the Roman Republic.
- Create a forum to demonstrate who had more power and discuss what it felt like to be in each social class.
- Create a Venn diagram to compare and contrast patricians and plebeians.
- Have students create mosaics using tiles or paper illustrating the struggle between the patricians and plebeians.
- Create a timeline of events leading the Roman Republic to turn into the Roman Empire

**Chapter 35: 1 week**

- Work in pairs and read about 8 aspects of ancient Roman life – such as education and family life - and explore how a teenager might have experienced each.
- Read Remy Charlip’s “Fortunately” aloud and have students create a Children’s Storybook using the same narrative format to explain the costs and benefits of the Roman expansion.

-Discuss how citizenship in the Roman Empire worked, comparing people born and people conquered by the Romans and how they might become citizens.

**Chapter 36: 1 week**

- Read about the development and spread of Christianity in the Roman Empire and analyze parables to understand the teachings of Jesus.
- Write a parable of your own to teach a lesson.
- Research and compare the numerous Christian Denominations throughout the world.

**Chapter 37: 1 week**

- Analyze images of Christian sacraments, worship, and holidays to learn about the key beliefs and practices of Christianity today.
- Have students choose two religious figures and compare their stories and their impacts on the world focusing on challenges faced, main beliefs, and how people should behave.

**Chapter 38: 1 week**

- Work in groups to play the “Rome to Home” game to discover how aspects of Roman culture, such as art and language, influences modern life.
- Knowing how urban planners of Pompeii planned the city, become an urban planner of today: Write a letter to your municipal planning commission telling why some features of our town show good planning and how other features could be improved. Discuss implications of features of various places around the world: examples include nuclear reactors in Japan and California, dormant volcanoes, living in tornado alley, oil spills, making connections to current events.
- Have students take the urban planning assignment one step further to create a map of the “new” Washington Township as they believe it should be an write a letter explaining what they changed and why.

**Additional activities/projects:**

- Have students participate in a Greco-Roman Day where they dress as their favorite Greek or Roman god or goddess, important figure, or just regular citizen with a prop. Writing portion: write about who they dressed as, why they were important to history, and why they chose them as their favorite.
- Have students create a thesis statement which culture was more influential in our modern US culture: Ancient Greece or Ancient Rome. Research and write an essay providing at least three examples of elements of the culture to support their thesis.
- Complete a study guide to prepare for the Rome portion of the benchmark (students will take a Greco-Roman final exam)
- Complete Chapter 32-38 online review games
- Watch Flocabulary song: Ancient Rome/YouTube: Mr. Nicky Ancient Rome rap
- Safari Montage: Arizona Smith Ancient Rome

**Resources:**

- Teach TCI online text Chapters 32-38
- Online student journals
- YouTube
- Nearpod
- Grade 6 Humanities MP 4 folder for handouts

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Standard(s):** *SOC.6.2.8.A.3.c - [Cumulative Progress Indicator] - Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.*  
*SOC.6.2.8.A.3.e - [Cumulative Progress Indicator] - Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.*

<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to compare and contrast the daily lives of the rich and poor in the Roman Empire.
------------	--

	-Students will be able to compare and contrast the rights and powers of patricians and plebeians during the various phases of the Roman Republic.
<b>3.0</b>	<b>Students will be able to:</b> -Students will be able to explain the role of Julius Caesar and Octavian in Rome's transition from republic to empire.
<b>2.0</b>	<b>Students will be able to:</b> -Students will be able to identify the location and describe the geography of Rome.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.3.c - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</i>	
<b>SOC.6.2.8.A.3.a - [Cumulative Progress Indicator] - Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.</b>	
<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to analyze the political, economic, religious, and social structures of the Roman Empire. -Students will be able to evaluate the positive and negative effects of military expansion on Roman society and economic growth. -Students will be able to analyze the influence of Etruscan and Greek culture in the development of Roman culture.
<b>3.0</b>	<b>Students will be able to:</b> -Students will be able to summarize the lasting significance of the ideas and organization of the Roman Republic.
<b>2.0</b>	<b>Students will be able to:</b> -Students will be able to describe the internal weaknesses of the Roman Empire and trace the fall of the empire in the west.
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
<b>0.0</b>	<b>Even with help, no success</b>

<b>Standard(s):</b> <i>SOC.6.2.8.D.3.e - [Cumulative Progress Indicator] - Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</i>	
<b>4.0</b>	<b>Students will be able to:</b> -Students will be able to evaluate the extent to which Roman art, architecture, engineering, language, philosophy, religion, and law influence modern culture.
<b>3.0</b>	<b>Students will be able to:</b> -Students will be able to describe the role of the Roman Empire in the persecution and spread of Christianity. -Students will be able to explain the roots of the Christian calendar and major Christian holidays.



2.0	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>-Students will be able to explain the myth of Romulus and Remus.</li> <li>-Students will be able identify the contribution of early Christian leaders to the spread of Christian beliefs.</li> </ul>
1.0	<b>With help, partial success at level 2.0 content and level 3.0 content:</b>
0.0	<b>Even with help, no success</b>
<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, students could investigate other groups, besides the plebeians, who have fewer rights than a more powerful group. Ask students to create a graphic organizer that shows the similarities and differences between the plight of Roman plebeians and the plight of the group they have chosen.
<b>Struggling Learners</b>	Facilitate access to review materials and remediation activities through OneNote/Powerschool Class Pages content library and through online textbook content.
<b>English Language Learners</b>	Coordinate with English Language Learner advisor to modify activities where appropriate: <a href="http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf">http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf</a>
<b>Special Needs Learners</b>	Follow IEP modifications and work with special education department to create modifications and use differentiated instructional activities: <a href="http://www.nj.gov/education/udl/">http://www.nj.gov/education/udl/</a>
<b>Learners with a 504</b>	Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all</p>

learners can access and participate in learning opportunities. The framework can be viewed here [www.udlguidelines.cast.org](http://www.udlguidelines.cast.org)

### Interdisciplinary Connections

#### Indicators:

- Read the Myth of how Rome was founded
- Students will work with a partner to examine the Greek and Etruscan influence on Rome in the areas of sporting events, engineering, writing, and art.
- Students will evaluate Rome and its influence on other cultures using visuals: Forum, baths, Circus Maximus, streets \*Students will then create coins depicting which area was most influential in Rome.
- Create a timeline to show how the Republic changed over time as the plebeians rebelled.
- Examine the four periods of growth from republic to empire. Create a column to commemorate one of the four key periods of growth.
- Evaluate a picture and infer what life was like for rich and poor Romans. \*Students will move around the room in groups to various stations to determine how wealth affected daily life. \*Students can then create a venn diagram to compare and contrast life for the rich and poor OR Write a dialogue between a rich and poor Roman.
- Use of Aesop's Fables –“The Lion and the Mouse” pick out the character and plot. Parables teach a lesson – make the connection to religion/Bible. \*Students travel around the room to stations reading parables and completing corresponding notes. \*Students can then write a parable of their own to teach a lesson.

### Integration of 21<sup>st</sup> Century Skills

#### Indicators:

- Create a Forum – How do you feel when you are treated unfairly? Experiential exercise \*Assign a “pat” (patrician) and “plebs” (plebeians) to demonstrate how much more power and control the patricians had in Rome.
- Knowing how urban planners of Pompeii planned the city, become an urban planner of today: Write a letter to your municipal planning commission telling why some features of our town show good planning and how other features could be improved. Discuss implications of features of various places around the world: examples include nuclear reactors in Japan and California, dormant volcanoes, living in tornado alley, oil spills, making connections to current events.
- Hold a Greco-Roman Day: students research and create a costume with a prop as a Greek or Roman god/goddess, citizen, leader, hero, etc.