

Lower Township School District
Cape May, New Jersey

Social Studies

Instructional Units



SOCIAL STUDIES INSTRUCTIONAL UNITS TASK FORCE MEMBERS

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SEPTEMBER 2013

Unit 1

Early Mankind

Unit Overview	
Content Area: Social Studies	
Unit Title: Early Mankind	Unit: 1: Chapters 1 and 2
Target Course/Grade Level: Sixth Grade	Timeline: 2 weeks
<p>Unit Summary - Using artifacts and fossils, archeologists and other scientists can tell us about how early hominids may have lived and what they may have looked like. Using their intelligence, early humans were able to use a wide range of resources from the environment. Groups of hunter and gathers around the world found ways to survive in a wide range of environments. After the last Ice Age, people developed agriculture. Changes in agriculture that began before 7000 BC caused dramatic changes in societies. Improvements in agriculture allowed some farming villages to grow into towns, then cities, and eventually civilizations.</p>	
Learning Targets	
Standards	
6.1	<p>U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable the students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
6.2	<p>World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>
9.1	<p>21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.</p>
Content Statements	
<ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. • The colonists adapted ideas from Native American groups to develop new political and religious institutions and economic systems. • The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture. • Westward movement industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. • Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. • The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. • Archaeology provides historical and scientific explanations for how ancient people lived. • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. • Classical civilizations (i.e. Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common value, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. 	

Lower Township School District
Cape May, New Jersey

Content Statements	
<ul style="list-style-type: none"> • The emergence of empires (i.e., Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and central political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. • While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged. • The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. • Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. • Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. • Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives. 	
CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.

Lower Township School District
Cape May, New Jersey

6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal systems.
6.2.8.B.3.a	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.
6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.h	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures may result in misinterpretation and misunderstanding.

<p>Unit Essential Questions</p> <ul style="list-style-type: none">• How do people learn about the distant past?• Why did early humans move from place to place?• Why did humans around the world develop different ways of life?• How did changes in the world’s climate at the end of the last ice age affect the way people got their food?• Why did early people begin to live together in villages?• How did early cities begin?	<p>Unit Understandings</p> <ul style="list-style-type: none">• Early people adapted to their environment to survive.
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p>	
<ul style="list-style-type: none">• Study the physical and cultural development of early humans.• Read historical fiction to identify the characteristics of hunter-gatherer societies.• Explain how the development of tools and fire helped early human communities.• Describe what is known about the early humans through archaeological studies.• Explain how early humans found food and shelter.• Describe the ways in which early people adapted to a variety of environments.• Explain how living in villages changed the way people related to one another.• Describe inventions that helped people of this time lead better lives.• Explain the conditions that helped make towns successful.• Describe the social and economic changes that resulted from the growth of cities.	
<p>Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.</p> <ul style="list-style-type: none">• Students will access primary source work to analyze and interpret information.• Students will utilize technological resources in order to create, explain, summarize, and validate information.• Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.• Students will use active listening guides to analyze video from both the textbook and other sources.	
<p>Technology Resources: Access additional resources:</p> <p>http://www.pbs.org http://www.42explore2.com http://hartcourtschool.com (The Learning Site: Text-Ancient Civilizations) http://mrdonn.org http://brainpop.org</p>	
<p>Opportunities for Differentiation: This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.</p> <ul style="list-style-type: none">• Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.• Utilize peer/buddy reading to complete small group/pair reading and other activities• Provide of choices of tasks or modes of working• Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details• Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations• Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization• Students create a Venn diagram comparing/contrasting early civilization to present.	

Teacher Notes:	
Primary interdisciplinary connections: language arts, health, mathematics, science, technology, theatre, visual arts	
21st century themes: critical thinking, collaborative group problem solving, and effective communication skills	
Evidence of Learning	
Summative Assessment	
Options include: <ol style="list-style-type: none"> 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact. 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation. 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture. 	
Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: TE Harcourt Social Studies: <u>Ancient Civilizations</u> and supplemental components of text	
Formative Assessments	
<ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games • Unit Test (multiple choice, short answer, essay)

Unit 2

Mesopotamia

Unit Overview	
Content Area: Social Studies	
Unit Title: Mesopotamia	Unit 2 : Chapter 3
Target Course/Grade Level: Sixth Grade	Timeline: 2 weeks
<p>Unit Summary - Like some other major river systems, the Tigris and Euphrates Rivers gave rise to an early civilization. Some Sumerian cities grew into city-states, which led to an early civilization in Mesopotamia. People in Mesopotamia, especially the Sumerians, accomplished many achievements. The Sumerian cities were centers for trade, religion, and government. Competition for resources gave rise to early empires in Mesopotamia.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2	World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21 st century.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. • Westward movement industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions. • Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. • The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. • Archaeology provides historical and scientific explanations for how ancient people lived. • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. • Classical civilizations (i.e. Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common value, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. • The emergence of empires (i.e., Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and central political organization. 	

Lower Township School District
Cape May, New Jersey

- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcome that resulted.
6.2.8.A.1.a	Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.
6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.b	Explain how codifying laws meet the needs of ancient river valley societies.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal systems.

Lower Township School District
Cape May, New Jersey

6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.		
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.B.4.h	Explain how the locations, landforms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.		
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.		
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.		
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.		
6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.		
6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.		
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.		
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.		
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.		
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.		
9.1.8.D.1	Employ appropriate conflict resolution strategies.		
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures may result in misinterpretation and misunderstanding.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the world's major river systems support the development of early civilizations? • What were the world's first city-states like? • What were the achievements of people in Mesopotamia? • What was daily life like in a Sumerian city-state? • How did the first empires develop in Mesopotamia? </td> <td style="width: 50%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Early cultures often borrowed ideas from other cultures but also developed ideas of their own. </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the world's major river systems support the development of early civilizations? • What were the world's first city-states like? • What were the achievements of people in Mesopotamia? • What was daily life like in a Sumerian city-state? • How did the first empires develop in Mesopotamia? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • Early cultures often borrowed ideas from other cultures but also developed ideas of their own.
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<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> ♦ Analyze the social structures of the early civilizations of Mesopotamia. ♦ Locate the major river systems where the earliest civilizations developed. ♦ Describe the physical settings that supported permanent settlements and early civilizations. ♦ Explain the relationship among city-states. ♦ Understand the religious beliefs of people in city-states. ♦ Explain how the Mesopotamians were able to achieve all they did. ♦ Describe the development of Sumerian writing. ♦ Describe the role of government, trade, social order, and religion of Sumerian people. ♦ Describe how the first empires developed. ♦ Explain the significance of the Code of Hammurabi. ♦ Describe the accomplishments of the first empires. 			

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources: Access additional resources:

<http://www.pbs.org>

<http://www.42explore2.com>

<http://hartcourtschool.com> (The Learning Site: Text-Ancient Civilizations)

<http://mrdonn.org>

<http://brainpop.com>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- Utilize peer/buddy reading to complete small group/pair reading and other activities
- Provide of choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, science, technology, visual arts

21st century themes: : critical thinking, collaborative group problem solving, and effective communication skills

Summative Assessment	
Options include: <ol style="list-style-type: none"> 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying “Museum Card” that explains the history of the artifact. 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation. 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture. 6. Unit Test (multiple choice, short answer, essay) 	
Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: TE Harcourt Social Studies: <u>Ancient Civilizations</u> and supplemental components of text	
Formative Assessments	
<ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games

Unit 3

Egypt & Kush

Unit Overview	
Content Area: Social Studies	
Unit Title: Egypt, and Kush	Unit 3: Chapter 4 and 5
Target Course/Grade Level: Sixth Grade	Timeline: 2 weeks
<p>Unit Summary - The physical setting of the Nile River supported permanent settlements and an early civilization in ancient Egypt. The belief that Egyptian kings were living gods helped them maintain their authority. In 2040 BC, strong leaders reunited Egypt, beginning the Middle Kingdom. Pharaohs of the New Kingdom of Egypt enlarged Egypt's territory, expanded trade, and started massive building projects. The land of Nubia was rich in natural resources, hence building a strong economy based on trade. The Kushites built a new capital called Napata, near the fourth cataract.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2	World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21 st century.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<p><u>Content Statements</u></p> <ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. • Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. • The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. • Archaeology provides historical and scientific explanations for how ancient people lived. • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. • Classical civilizations (i.e. Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common value, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. • Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations. • The emergence of empires (i.e., Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and central political organization. • The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. 	

Lower Township School District
Cape May, New Jersey

- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.2.8.B.1.b	Compare and contrast how nomadic and agrarian societies used land and natural resources.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valleys.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
6.2.8.B.3.a	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.
6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.

Lower Township School District
Cape May, New Jersey

6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.		
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.		
6.2.8.B.4.c	Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.		
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.B.4.g	Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.		
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population, urbanization, and commercialization.		
6.2.8.C.4.d	Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.		
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.		
6.2.8.D.4.a	Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.		
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.		
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.		
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.		
9.1.8.D.1	Employ appropriate conflict resolution strategies.		
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures may result in misinterpretation and misunderstanding.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the Nile River support early civilizations in ancient Egypt? • How was ancient Egypt's religion related to its society and its government? • How did Egypt change during and after the Middle Kingdom? • What achievements did the ancient Egyptians make during the New Kingdom? • What was the relationship between the civilizations of Kush and Egypt? • How did Kush's relationship with Egypt change over time? </td> <td style="width: 40%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <p>Early cultures often borrowed ideas from other cultures but often developed ideas of their own.</p> </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the Nile River support early civilizations in ancient Egypt? • How was ancient Egypt's religion related to its society and its government? • How did Egypt change during and after the Middle Kingdom? • What achievements did the ancient Egyptians make during the New Kingdom? • What was the relationship between the civilizations of Kush and Egypt? • How did Kush's relationship with Egypt change over time? 	<p><u>Unit Understandings</u></p> <p>Early cultures often borrowed ideas from other cultures but often developed ideas of their own.</p>
<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the Nile River support early civilizations in ancient Egypt? • How was ancient Egypt's religion related to its society and its government? • How did Egypt change during and after the Middle Kingdom? • What achievements did the ancient Egyptians make during the New Kingdom? • What was the relationship between the civilizations of Kush and Egypt? • How did Kush's relationship with Egypt change over time? 	<p><u>Unit Understandings</u></p> <p>Early cultures often borrowed ideas from other cultures but often developed ideas of their own.</p>		
<p>Unit Learning Targets (Outcomes) – Students will ...</p> <ul style="list-style-type: none"> ♦ Analyze the social structures of the early civilizations of Egypt. ♦ Describe the location and geography of the Nile River. ♦ Explain how geography affected political, economic, & religious structures of the early civilization of Egypt. ♦ Explain ancient Egypt's political structure. ♦ Describe the earliest uses of Egyptian writing. ♦ Describe early Egyptian architecture and art. ♦ Explain the major achievements of the Middle Kingdom. ♦ Describe Egyptian trade in the eastern Mediterranean and the Nile Valley. 			

**Lower Township School District
Cape May, New Jersey**

- ♦ Explain the significance of Queen Hatshepsut and Ramses the Great.
- ♦ Explain how religion and government changed during the New Kingdom.
- ♦ Describe the structure of ancient Egyptian society.
- ♦ Locate and describe the physical settings of Nubia and Kush.
- ♦ Describe the relations between the cultures, government and economies of Kush and Egypt.
- ♦ Analyze how the people of Kush went from being controlled by Egypt to conquering Egypt.
- ♦ Examine how the Kushites developed their own written language.

Integration of Technology:

Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources: Access additional resources:

<http://www.pbs.org>

<http://www.42explore2.com>

<http://hartcourtschool.com> (The Learning Site: Text-Ancient Civilizations)

<http://mrdonn.org>

<http://brainpop.org>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- ♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, science, technology, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Lower Township School District
Cape May, New Jersey

Options include:

1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact.
2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation.
3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Harcourt Social Studies: Ancient Civilizations and supplemental components of text

Formative Assessments

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| <ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games • Unit Test (multiple choice, short answer, essay) |
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Unit 4

Ancient Hebrews Beginning of Christianity

Unit Overview	
Content Area: Social Studies	
Unit Title: The Ancient Hebrews/Beginning of Christianity	Unit: 4: Chapter 6,7 Unit: 6: Chapter14 (only lesson 2)
Target Course/Grade Level: Sixth Grade	Timeline: 2 weeks
<p>Unit Summary- Abraham and Moses are important to the history of the ancient Hebrews and to the origins of Judaism. The Israelites settled in Canaan. In 928 BC, the kingdom of Israel split into two parts, Israel and Judah. In 722 BC, the Assyrian Empire conquered Israel. In 586 BC, the Babylonians destroyed Jerusalem and the Temple. They sent many Jews into exile in Babylon. After many years under Greek rule, the Jews regained control of Judaea. The Roman Empire took control of Judaea in 63BC. Jesus was a Jewish teacher who born in 4 BC in Judaea. The apostles spread his teachings, which became the basis of Christianity.</p>	
Learning Targets	
Standards	
6.1	U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2	World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21 st century.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> • Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. • European exploration expanded global economic and cultural exchange into the Western Hemisphere. • Disputes over political authority and economic issues contributed to a movement for independence in the colonies. • The fundamental principles of the United States Constitution serve as the foundation of the United States government today. • Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. • The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. • Archaeology provides historical and scientific explanations for how ancient people lived. • Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies. • Classical civilizations (i.e. Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common value, and social values. • Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. 	

Lower Township School District
Cape May, New Jersey

- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and central political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
6.1.8.B.1.b	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
6.2.8.C.1.a	Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
6.2.8.A.2.a	Explain why different ancient river valley civilizations developed similar forms of government.
6.2.8.A.2.c	Determine the role of slavery in the economic and social structures of ancient river valleys.
6.2.8.B.2.a	Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.

Lower Township School District
Cape May, New Jersey

6.2.8.A.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.A.3.c	Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.
6.2.8.B.3.a	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.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.
6.2.8.C.3.b	Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.
6.2.8.C.3.c	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.B.4.h	Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.4.b	Analyze how religion both unified and divided people.
6.2.8.D.4.c	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.j	Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.
6.2.8.D.1.b	Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.
6.2.8.D.3.e	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
6.2.8.D.4.h	Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.

Lower Township School District
Cape May, New Jersey

9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures may result in misinterpretation and misunderstanding.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why was the development of Judaism by the ancient Hebrews important? • How did Israel become a kingdom, and what changes did this bring for the Israelites? • What people and events played an important part in changes in Israel? • How did Judaism change under Babylonian and Persian rule? • How did Judaism survive and develop from the 300's BC through the 100's AD? • How did Christianity develop in the Roman Empire? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Beliefs and customs played an important role in the development of the culture of the ancient Hebrews and Christians.
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Unit Learning Targets (Outcomes) –
Students will ...

- Analyze the geographic, religious, economic, and social structures of the early Hebrews.
- Explain the significance of Abraham and of Moses in Jewish history.
- Describe the Exodus, and explain why it is important in Jewish history.
- Explain how the achievements of Saul, David, and Solomon lead to the growth of the kingdom of Israel and the Jewish religion.
- Describe what everyday life was like for the ancient Israelites after their return from Canaan.
- Explain why the kingdom of Israel ended.
- Describe the changes that the fall of Israel brought for the Israelites and their culture.
- Describe the location of Jewish people in lands outside Canaan.
- Discuss the treatment of the Jewish people by the Babylonians and Persians.
- Explain how Judaism developed despite the scattering of Jews to other lands.
- Explain how Judaism survived after the Romans destroyed the temple in 70 AD.
- Tell about the life and teachings of Jesus.
- Describe the origins and spread of Christianity.

Integration of Technology:

- Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.
- Students will access primary source work to analyze and interpret information.
 - Students will utilize technological resources in order to create, explain, summarize, and validate information.
 - Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
 - Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources: Access additional resources:

- <http://www.pbs.org>
- <http://www.42explore2.com>
- <http://hartcourtschool.com> (The Learning Site: Text-Ancient Civilizations)
- <http://mrdonn.org>
- <http://brainpop.com>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- Utilize peer/buddy reading to complete small group/pair reading and other activities
- Provide of choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- Students create a Venn diagram comparing/contrasting early civilization to present.

Primary interdisciplinary connections: language arts, music, technology, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact.
2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation.
3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook

Teacher Instructional Resources: TE Harcourt Social Studies: Ancient Civilizations and supplemental components of text

Formative Assessments

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| <ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games • Unit Test (multiple choice, short answer, essay) |
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Unit 5

Early Civilization of India and China

Unit Overview

Content Area: Social Studies

Unit Title: Early Civilization of India and China

Unit 5: Chapters 10 and 11

Target Course/Grade Level: Sixth Grade

Timeline: 3 weeks

Unit Summary - The ancient peoples of the Indian subcontinent lived with drought, rain, and floods. The Aryan migrations changed the way people lived in ancient India. Aryan customs and religion spread throughout the Indian subcontinent. In the 500's BC, Siddhartha Gautama founded Buddhism in India. In about 320 BC, Chandragupta Maurya united much of ancient India, creating the Maurya Empire. In about AD 320, the Gupta Empire rose, and India's Golden Age began. China's land and rivers shaped the development of ancient Chinese culture. China's early dynasties made many contributions to Chinese culture. Shi Huangdi unified northern China under the Qin dynasty, creating China's first empire. Han rulers such as Gaozu governed by combining Legalist and Confucian ideas.

Learning Targets

Standards

6.1	U.S. History: America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable the students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2	World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21 st century.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Statements

- Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.
- European exploration expanded global economic and cultural exchange into the Western Hemisphere.
- The colonists adapted ideas from Native American groups to develop new political and religious institutions and economic systems.
- The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- Westward movement industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
- Classical civilizations (i.e. Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common value, and social values.

Lower Township School District
Cape May, New Jersey

- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and central political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empires, most people’s daily lives remained unchanged.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
- Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

CPI #	Cumulative Progress Indicator (CPI) –
6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
6.2.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
6.2.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.
6.2.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
6.2.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.2.8.B.2.b	Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.d	Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal systems.
6.2.8.B.3.a	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.

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Cape May, New Jersey

6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.		
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.		
6.2.8.D.3.b	Relate Chinese dynastic system to the longevity of authoritarian rule in China.		
6.2.8.D.3.c	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.		
6.2.8.D.3.d	Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.		
6.2.8.D.3.f	Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.		
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.		
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.		
6.2.8.B.4.f	Explain how the geographies of China and Japan influenced their development and their relationship with one another.		
6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.		
6.2.8.C.4.e	Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.		
6.2.8.D.4.b	Analyze how religion both unified and divided people.		
9.1.8.A.2	Implement problem-solving strategies to solve a problem in school or the community.		
9.1.8.A.3	Summarize strategies used by various organizations and agencies to solve problems that impact communities, and compare them with strategies used by similar organizations in another state or country.		
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.		
9.1.8.D.1	Employ appropriate conflict resolution strategies.		
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures may result in misinterpretation and misunderstanding.		
<table border="1" style="width: 100%;"> <tr> <td style="width: 60%; vertical-align: top;"> <p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the physical setting of the Indus River Valley make it possible for a civilization to form there? • How did Hinduism affect India's society? • How did Buddhism develop and spread? • How did the rise of empires change in India? • How did geography help shape early Chinese culture? • What lasting contributions did the Shang dynasty and Zhou dynasty make to China? • What did Shi Huangdi do to unite northern China? • What lasting impact did Han dynasty have on China's culture and government? • Who was Confucius and his fundamental teachings? </td> <td style="width: 40%; vertical-align: top;"> <p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • The people of ancient India and China had many ideas about society, religion, and government. </td> </tr> </table>		<p><u>Unit Essential Questions</u></p> <ul style="list-style-type: none"> • How did the physical setting of the Indus River Valley make it possible for a civilization to form there? • How did Hinduism affect India's society? • How did Buddhism develop and spread? • How did the rise of empires change in India? • How did geography help shape early Chinese culture? • What lasting contributions did the Shang dynasty and Zhou dynasty make to China? • What did Shi Huangdi do to unite northern China? • What lasting impact did Han dynasty have on China's culture and government? • Who was Confucius and his fundamental teachings? 	<p><u>Unit Understandings</u></p> <ul style="list-style-type: none"> • The people of ancient India and China had many ideas about society, religion, and government.
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<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • Describe the location and features of the Indus River Valley. • Explain how the Indus River supported the growth of India's early civilization and city-states. • Discuss the importance of the Aryan migrations. 			

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- ♦ Explain Brahmanism in ancient India and how Brahmanism developed into early Hinduism.
- ♦ Outline the features of the caste system
- ♦ Describe the life and moral teachings of Buddha.
- ♦ Compare and contrast Buddhism and other Indian religious traditions.
- ♦ Explain how Buddhism spread throughout India, Ceylon, and central Asia.
- ♦ Describe the growth of the Maurya and Gupta empires.
- ♦ Compare the Ashoka changed government and religion in ancient India.
- ♦ Describe the cultural achievements of India's Golden Age .
- ♦ Explain the role of rivers in the development of early Chinese cultures.
- ♦ Describe how geographic features helped shape life in ancient China.
- ♦ Identify how legends can provide information about life in ancient China.
- ♦ Describe the rise of the Shang dynasty.
- ♦ Explain how China society and government changed during the Zhou dynasty.
- ♦ Describe the basic teachings of Daoism and Confucianism.
- ♦ Describe Shi Huangdi's policies and rule.
- ♦ Explain the lasting influences of the Qin's dynasty and Huangdi's rule.
- ♦ Describe the Han's Confucian government and Wu Di's civil service.
- ♦ Summarize the political contributions and the cultural achievements of the Han.
- ♦ Explain the importance of the Silk Road.

Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- ♦ Students will access primary source work to analyze and interpret information.
- ♦ Students will utilize technological resources in order to create, explain, summarize, and validate information.
- ♦ Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- ♦ Students will use active listening guides to analyze video from both the textbook and other sources.

Technology Resources: Access additional resources:

<http://www.pbs.org>

<http://www.42explore2.com>

<http://hartcourtschool.com> (The Learning Site: Text-Ancient Civilizations)

<http://mrdonn.org>

<http://brainpop.com>

Opportunities for Differentiation:

This unit includes a variety of activities for different types and levels of learners. Specifically, these activities help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

- ♦ Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.
- ♦ Utilize peer/buddy reading to complete small group/pair reading and other activities
- ♦ Provide of choices of tasks or modes of working
- ♦ Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- ♦ Students can work in pairs or small groups to create a map that shows the major landforms, cities, seas, etc. in early civilizations
- ♦ Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of the civilization
- ♦ Students create a Venn diagram comparing/contrasting early civilization to present.

Teacher Notes:	
Primary interdisciplinary connections: language arts, mathematics, music, science, technology, visual arts	
21st century themes: critical thinking, collaborative group problem solving, and effective communication skills	
Evidence of Learning	
Summative Assessment	
Options include: <ol style="list-style-type: none"> Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture. 	
Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, textbook	
Teacher Instructional Resources: TE Harcourt Social Studies: <u>Ancient Civilizations</u> and supplemental components of text	
Formative Assessments	
<ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. 	<ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games • Unit Test (multiple choice, short answer, essay)

Unit 7

Holocaust and World War II Studies

Unit Overview	
Content Area: Social Studies	
Unit Title: Holocaust and World War II Studies	Unit: (not in textbook)
Target Course/Grade Level: Sixth Grade	Timeline: 3 weeks
Unit Summary - Review the historical context of the Holocaust and WWII including a timeline. Identify and analyze the applicable theories concerning human nature and behaviors (bias, discrimination, bullying, and prejudice) and distinguish between the message of social action and the roles of victim, perpetrator, bystander, and up stander (rescuer). To recognize that genocide is a consequence of prejudice and discrimination.	
Learning Targets	
Standards	
6.3	Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
9.1	21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Content Statements	
<ul style="list-style-type: none"> ♦ Recognize the causes and effects of prejudice on individuals, groups, and society. ♦ Recognize the value of cultural diversity, as well as the potential for misunderstanding. ♦ Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. ♦ Listens open-mindedly to views contrary to their own. ♦ Collaboratively develop and practice strategies for managing and resolving conflict. ♦ Demonstrate understanding of democratic values and processes. ♦ Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. ♦ Challenge unfair viewpoints and behavior by taking action. ♦ Make informed and reasoned decisions. ♦ Accept decisions that are made for the common good. ♦ The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time. ♦ Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency. ♦ Effective communication skills convey intended meaning to others and assist in preventing misunderstandings. ♦ Communication with people from different backgrounds is enhanced by the understanding of different cultural perspectives. 	
CPI #	Cumulative Progress Indicator (CPI) –
6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
9.1.8.A.2	Evaluate available resources that can assist in solving problems.
9.1.8.A.3	Determine when the use of technology is appropriate to solve problems.
9.1.8.C.2	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
9.1.8.D.1	Employ appropriate conflict resolution strategies.
9.1.8.D.4	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.

Unit Essential Questions

- Why do we study the Holocaust?
- What historical events contributed to the Holocaust?
- How did anti-Semitism develop?
- How did people respond to events of the Holocaust and what roles (perpetrator, victim, bystander, or rescuer) did they take?
- What is the basis of and distinction between prejudice, discrimination, and bias?
- How did German beliefs affect the treatment of the Jewish people?

Unit Understandings

- The beliefs of people in a culture influence and drive their actions.

Unit Learning Targets (Outcomes) –

Students will ...

- Students will define and examine contemporary examples of prejudice, scapegoat, bigotry, discrimination and genocide.
- Students will define and examine the history of anti-Semitism.
- Students will form a generalization about Jewish life in Europe prior to the Holocaust.
- Students will develop a chronology of the Holocaust from 1933 to 1945.
- Students will analyze and form conclusions about the late 19th and early 20th century German politics that provided the seedbed for the rise of Nazism.
- Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.
- Students will assess their previous generalizations about human nature in light of the events of the Holocaust.
- Students will define resistance.
- Students will examine the major obstacles to defying and resisting Nazi authority.
- Students will consider the positive behavior associated with acts of courage, integrity and empathy.
- Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer.
- Students will recognize that genocide is a consequence of prejudice and discrimination.

Integration of Technology: Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.

- Students will access primary source work to analyze and interpret information.
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Opportunities for Differentiation:

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- Students will create flash cards or a vocabulary list of words they encounter frequently as they read, especially key vocabulary terms.

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- Utilize peer/buddy reading to complete small group/pair reading and other activities
- Provide of choices of tasks or modes of working
- Outlining key aspects of the unit will help assist learners in understanding main ideas, connections, and important supporting details
- Students can work in pairs or small groups to create a map that shows features significant to the time period
- Have students teams write study guide questions that help them understand the geographic, political, economic, religious, and social structures of this time period
- Students create a Venn diagram comparing/contrasting aspects of the Holocaust to present day

Primary interdisciplinary connections: language arts, health, technology, visual arts

21st century themes: critical thinking, collaborative group problem solving, and effective communication skills

Evidence of Learning

Summative Assessment

Options include:

1. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Power Point presentation.
2. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
3. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.

Equipment needed: Interactive Whiteboard, art supplies, computers, library resources, novels (Milkweed, The Big Lie, and Jacob's Rescue)

Teacher Instructional Resources: Literacy Holocaust Resource Binder, see technology resources below

Formative Assessments

- | | |
|---|--|
| <ul style="list-style-type: none"> • Speech/story from the perspective of... • Graphic organizers • Section quizzes • Outlining • Timelines • Map skills • Vocabulary term exercises • Storyboard • Summative essay • Research posters, pamphlets, papers, etc. | <ul style="list-style-type: none"> • Drawing conclusions from a video (active listening guides) • Illustration • PowerPoint Presentations • Venn Diagrams • Newspaper article • Writing a Song/Poem About... • Writing a Recommendation... • Developing a Group Discussion • Design an ancient artifact • Group/Individual Games • Unit Test (multiple choice, short answer, essay) |
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Resource & Formative Assessments

Resource & Formative Assessments

1. Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online data bases, textbook, video, web quests, etc.
2. Students will access primary source work to analyze and interpret information.
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4. Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
5. Students will use active listening guides to analyze video from both the textbook and other sources.