



Park Hill School District

Building Successful Futures • Each Student • Every Day

6th Grade Social Studies Curriculum

Course Description: The focus of 6th grade Social Studies is to promote an awareness of the history, culture and contributions of the world’s civilizations, including Early Civilizations, Classical Civilizations, African Civilizations, Mesoamerican and Andean South American Civilizations, and Feudal Kingdoms in Europe and Japan. The essential skills and concepts of this course provide the necessary background knowledge for success in subsequent social studies coursework.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
12 Weeks	Unit 1: Early Civilizations	Topic 1: Mesopotamia Topic 2: Egypt Topic 3: India Topic 4: China
7 Weeks	Unit 2: Classical Civilizations	Topic 1: Greece Topic 2: Rome
4-5 Weeks	Unit 3: African Civilizations	Topic 1: Religion and Trade Topic 2: Sub-Saharan Culture
4-5 Weeks	Unit 4: Mesoamerican and Andean South American Civilizations	Topic 1: Maya Civilization Topic 2: Inca Civilization Topic 3: Aztec Civilization
7 Weeks	Unit 5: Feudal Kingdoms in Europe and Japan	Topic 1: Japan Topic 2: Europe

Unit 1: Early Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Early Civilizations

Length of Unit: 12 weeks

Overview of Unit: This unit will describe and analyze the interrelationships of Mesopotamia, Egypt, India, and China while focusing on geography, economics, culture, and government.

Priority Standards for unit:

- SS.6-8.1.6.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6-8.2.1.A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies **Asia, Africa**, and the Americas.
- SS.6-8.2.2.C. Explain how the codification of law impacted early civilizations.
- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.
- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.
- SS.6-8.5.2.B. Describe the origins, structure, and essential beliefs of Judaism, **Hinduism**, and **Buddhism**.
- SS.6-8.5.2.D. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.
- SS.6-8.5.3.C. Analyze the extent and impact of cultural diffusion that results from empire building.
- SS.6-8.4.1.B. Explain the origins and significance of the expansion of the Muslim and **Mongol** rule in Europe, Asia and Africa.

Supporting Standards for unit:

- SS.6-8.3.3.B. Identify the effect of natural forces upon human activities.
- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.4.2.B. Explain how standardization affects the early stability of a society.
- SS.6-8.1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.

- SS.6-8.1.3.B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.3.4.A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.3.2.C. Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.
- ISTE 2 - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - Contribute to project teams to produce original works or solve problems.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Using a world history lens, the origins of social structures and stratification on societies and relationships between peoples.	examine	analyze	2
Using a world history lens, the impact of social structures and stratification on societies and relationships between peoples.	examine	analyze	2
Causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa , and the Americas.	Explain	Understand	2
Codification of law impacting early civilizations.	Explain	Understand	2
How physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.	Describe	Understand	2
Using a world history lens, how the concept of economic surplus led to trade.	Explain	Understand	2
Using a world history lens, how the concept of economic surplus led to the emergence of specialized labor.	Explain	Understand	2
Explain the significance of monotheistic and polytheistic religions to the social order of early civilizations.	Explain	Understand	3
The significance of monotheistic and polytheistic religions to the political order of early civilizations.	Explain	Understand	3
The origins of Hinduism .	Describe	Understand	2

The structure of <u>Hinduism.</u>	Describe	Understand	2
The essential beliefs of <u>Hinduism.</u>	Describe	Understand	2
The origins of <u>Buddhism.</u>	Describe	Understand	2
The structure of <u>Buddhism.</u>	Describe	Understand	2
The essential beliefs of <u>Buddhism.</u>	Describe	Understand	2
Scientific, advancements to determine the legacy of the ancient civilizations.	Analyze	Analyze	3
Technological advancements to determine the legacy of the ancient civilizations.	Analyze	Analyze	3
Intellectual advancements to determine the legacy of the ancient civilizations.	Analyze	Analyze	3
Artistic advancements to determine the legacy of the ancient civilizations.	Analyze	Analyze	3
The extent and impact of cultural diffusion that results from empire building.	Analyze	Analyze	3
The origins and significance of the expansion of the <u>Mongol</u> rule in Europe, Asia and Africa.	Explain	Understand	2

Essential Questions:

1. How did the geography, economics, government, advancements, and beliefs affect the culture of ancient Mesopotamia?
2. How did the geography, economics, government, advancements, and beliefs affect the culture of ancient Egypt?
3. How did the geography, economics, government, advancements, and beliefs affect the culture of ancient India?
4. How did the geography, economics, government, advancements, and beliefs affect the culture of ancient China?

Enduring Understanding/Big Ideas:

1. Mesopotamia was located near the Tigris and Euphrates rivers which provided the ideal geographic location for agriculture. Advancements in farming methods (irrigation) and

tools (plow and wheel) helped them produce a surplus of grain; therefore, Mesopotamians were able specialize and form a strong economy. The civilization was divided into city-states in which kings ruled and created code of laws. Mesopotamians were polytheistic. Often they performed daily activities as a service to their gods and leadership positions were held by priests.

2. Ancient Egypt was located near the Nile River, and they relied on the river for agriculture and trade. Advancements in writing, mathematics, architecture, and astronomy helped the Egyptian culture progress. Egyptians believed in polytheism and was an integral part of their culture. Pharaohs were political and religious leaders of the government.
3. Ancient India was located near the Indus River, Indian Ocean, Himalaya Mountains, which was ideal for agriculture and trade. The government and social structure of India was based on the caste system which organized people based upon their job. The caste system showed the value of religion and education to the culture of India, since priests and scholars were at the top of the caste system. The religions of Hinduism and Buddhism originated in India.
4. Ancient China was located near two rivers, the Huang He and Yangtze, and the Gobi desert which provided a great location for agriculture and trade. Many technological advancements were developed to help in the areas of agriculture and trade and helped subsequent civilizations. The Silk Roads were established as a significant trade route in which goods and ideas were transferred throughout Asia and Europe. Ancient China had a government ruled by dynasties and were ruled by emperors and warlord kings. Eventually, the Mongols (barbarian rulers) ruled over China.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<p>Economics Standardization Specialize</p>	<p>Agricultural Revolution River Valleys Monotheistic religions Polytheistic religions Hinduism Buddhism Mongol rule Tigris River Euphrates River Mesopotamia Pharaoh Indus River Himalaya Mountains Caste system</p>

	<p>Huang He River Yangtze River Gobi Desert Silk Roads Dynasties Emperors Warlord kings Cultural Diffusion Surplus Opportunity costs Codification of Law Monarchy Civilization Inter-regional Political order Social order Irrigation Silk Roads Natural Barriers Silt</p>
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Topic 1: Mesopotamia

Engaging Experience 1

Title: Mapping the Ancient River Valley Civilizations

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

Supporting:

- SS.6-8.3.3.B. Identify the effect of natural forces upon human activities.
- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- SS.6-8.1.3.B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Students will create a map which shows the location and trade routes of Mesopotamia.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2



Title: Agriculture and Economy Newspaper Article

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.2.1.A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies **Asia, Africa,** and the Americas.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.

Supporting:

- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.4.2.B. Explain how standardization affects the early stability of a society.
- SS.6-8.3.4.A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a newspaper article about the Agricultural Revolution. Within their article, they will write about the importance of geographic location to the development of agriculture with agriculture being the foundation of the Mesopotamian economy.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3



Title: Government and Belief Systems Poster/Infographic

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.1.6.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.

- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.3.2.C. Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of Mesopotamia. In addition, they will add information that describes how religion influenced the government and social class structure.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 4

Title: Code of Law Simulation

Suggested Length of Time: 1 to 1 ½ class periods

Standards Addressed

Priority:

- SS.6-8.2.2.C. Explain how the codification of law impacted early civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Detailed Description/Instructions: Students will work in small groups and will receive a scenario to discuss and perform. The audience will discuss possible rules that citizens must obey. Once all scenarios have been performed, groups will discuss the importance of rules and a codification of law.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Egypt

Engaging Experience 1

Title: Mapping the Ancient River Valley Civilizations

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

Supporting:

- SS.6-8.3.3.B. Identify the effect of natural forces upon human activities.
- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- SS.6-8.1.3.B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Students will create a map which shows the location and trade routes of Egypt. This information will be added to the Map of Mesoamerica (Topic 1, engaging experience 1).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2



Title: Agriculture and Economy Newspaper Article

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.2.1.A. Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies **Asia, Africa,** and the Americas.

- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.
- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.

Supporting:

- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.4.2.B. Explain how standardization affects the early stability of a society.
- SS.6-8.3.4.A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a newspaper article about the Agricultural Revolution. Within their article, they will write about the importance of geographic location to the development of agriculture with agriculture being the foundation of the Egyptian economy. This information will be added to the Mesopotamian article (Topic 1, engaging experience 2).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3



Title: Government and Belief Systems Poster/Infographic

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.1.6.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6-8.5.2.A. Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.3.2.C. Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of Egypt. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the Mesopotamian poster/infographic (Topic 1, engaging experience 3).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4



Title: Designing a Pyramid

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.
- SS.6-8.5.2.D. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a 3D model or diagram of an Egyptian pyramid which details the contents of the pyramid while explaining the religious significance of the contents.

Bloom's Levels: Understand;

Webb's DOK: 2

Topic 3: India

Engaging Experience 1

Title: Mapping the Ancient River Valley Civilizations

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

Supporting:

- SS.6-8.3.3.B. Identify the effect of natural forces upon human activities.
- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- SS.6-8.1.3.B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Students will create a map which shows the location and trade routes of India. This information will be added to the Map of Mesoamerica and Egypt (Topic 1, engaging experience 1)

Engaging Experience 2



Title: Government and Belief Systems Poster/Infographic

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.1.6.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.3.2.C. Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of India. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the poster/infographic for Mesopotamia and Egypt (Topic 1, engaging experience 3).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 3

Title: Hinduism and Buddhism Comparison Matrix

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- SS.6-8.5.2.B. Describe the origins, structure, and essential beliefs of Judaism, **Hinduism, and Buddhism**.
- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.

Supporting:

- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.

Detailed Description/Instructions: Students will describe and compare the religions of Hinduism and Buddhism while completing a comparison matrix. They will include the origin, structure, and essential beliefs of the religions on their matrix.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 4: China

Engaging Experience 1

Title: Mapping the Ancient River Valley Civilizations

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.

Supporting:

- SS.6-8.3.3.B. Identify the effect of natural forces upon human activities.
- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.1.3.C. Locate major cities of the world and key world nations; the world's continents, and oceans; and major topographical features of the world.
- SS.6-8.1.3.B. Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Students will create a map which shows the location and trade routes of China. This information will be added to the Map of Mesoamerica, Egypt, and India (Topic 1, engaging experience 1)

Engaging Experience 2



Title: Ancient River Valley Bazaar

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SS.6-8.3.2.A. Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.
- SS.6-8.4.2.A. Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor.
- SS.6-8.5.2.D. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

- SS.6-8.5.3.C. Analyze the extent and impact of cultural diffusion that results from empire building.

Supporting:

- SS.6-8.3.4.B. Explain how physical geographic characteristics influence human identities and cultures.
- SS.6-8.4.2.B. Explain how standardization affects the early stability of a society.
- SS.6-8.3.4.A. Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.
- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.1.4.A. Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.
- ISTE 2 - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
 - Contribute to project teams to produce original works or solve problems.

Detailed Description/Instructions: Students will be divided into 4 groups. Each group will be assigned to Mesopotamia, Egypt, India, or China. Groups will create a shared presentation of their assigned civilization’s advancements (science, technology, intellectual, and art). The presentation will provide a description of the advancement and how it helped the civilization advance. Students will create artifacts that represent the advancements that will be used on an in-class trading day. Students will consider the location (ease of trade and protection from attacks),

influence on culture, and the economic advantage of trading the items they created. This experience is the same as Topic 1, engaging experience 3.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3



Title: Government and Belief Systems Poster/Infographic

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.1.6.B. Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- SS.6-8.5.2.A. Explain the significance of monotheistic and **polytheistic** religions to the social and political order of early civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of **class**, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.3.2.C. Explain how various characteristics of civilizations are connected to identities and cultures.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.1.1.D. Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a poster or infographic which details the social class structure of China. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the poster/infographic for Mesopotamia, Egypt, and India (Topic 1, engaging experience 3).

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: Chinese Government Podcast

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SS.6-8.4.1.B. Explain the origins and significance of the expansion of the Muslim and **Mongol** rule in Europe, Asia and Africa.
- SS.6-8.5.2.D. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.

Supporting:

- SS.6-8.2.1.B. Analyze the role early civilizations had in shaping concepts of government, law, and social order.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of **monarchies**, theocracies, city states, empires and **dynasties**.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.

Detailed Description/Instructions: Students will create a podcast script that will include information about Chinese philosophies and rulers of Chinese with an emphasis on Mongol rule. This can be completed in groups or by individual student.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Ancient Civilization Travel Advertisement: Students will attempt to persuade class members to travel to one ancient civilization (Mesopotamia, Egypt, India, or China). Students will work in groups to create a travel advertisement highlighting the advantages of living in the selected civilization. Within the advertisement, students will also describe disadvantages of living in other civilizations. Students will give an “advertising pitch” persuading students from other civilizations to visit their civilization. All students will complete a pro/con matrix as they examine the advantages and disadvantages of living in each civilization.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Mesopotamia	Mapping the Ancient River Valley Civilizations	Students will create a map which shows the location and trade routes of Mesopotamia.	½ - 1 class period
Mesopotamia	Agriculture and Economy Newspaper Article 	Students will create a newspaper article about the Agricultural Revolution. Within their article, they will write about the importance of geographic location to the development of agriculture with agriculture being the foundation of the Mesopotamian economy.	1 class period
Mesopotamia	Government and Belief Systems Poster/Infographic 	Students will create a poster or infographic which details the social class structure of Mesopotamia. In addition, they will add information that describes how religion influenced the government and social class structure	½ - 1 class period
Mesopotamia	Code of Law Simulation	Students will work in small groups and will receive a scenario to discuss and perform. The audience will discuss possible rules that citizens must obey. Once all scenarios have been performed, groups will discuss the importance of rules and a codification of law.	1 - 1-½ class periods
Egypt	Mapping the Ancient River Valley Civilizations	Students will create a map which shows the location and trade routes of Egypt. This information will be	½ - 1 class period

		added to the Map of Mesoamerica (Topic 1, engaging experience 1).	
Egypt	Agriculture and Economy Newspaper Article 	Students will create a newspaper article about the Agricultural Revolution. Within their article, they will write about the importance of geographic location to the development of agriculture with agriculture being the foundation of the Egyptian economy. This information will be added to the Mesopotamian article (Topic 1, engaging experience 2).	1 class period
Egypt	Government and Belief Systems Poster /Infographic 	Students will create a poster or infographic which details the social class structure of Egypt. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the Mesopotamian poster/infographic (Topic 1, engaging experience 4)	½ - 1 class period
Egypt	Designing a Pyramid 	Students will create a 3D model or diagram of an Egyptian pyramid which details the contents of the pyramid while explaining the religious significance of the contents.	1 class period
India	Mapping the Ancient River Valley Civilizations	Students will create a map which shows the location and trade routes of India. This information will be added to the Map of Mesoamerica and Egypt (Topic 1, engaging experience 1)	½ - 1 class period

India	Government and Belief Systems Poster/ Infographic 	Students will create a poster or infographic which details the social class structure of India. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the poster/infographic for Mesopotamia and Egypt (Topic 1, engaging experience 4).	½ - 1 class period
India	Hinduism and Buddhism Comparison Matrix	Students will describe and compare the religions of Hinduism and Buddhism while completing a comparison matrix. They will include the origin, structure, and essential beliefs of the religions on their matrix.	1 class period
China	Mapping the Ancient River Valley Civilizations	Students will create a map which shows the location and trade routes of China. This information will be added to the Map of Mesoamerica, Egypt, and India (Topic 1, engaging experience 1)	½ - 1 class period
China	Ancient River Valley Bazaar 	Students will be divided into 4 groups. Each group will be assigned to Mesopotamia, Egypt, India, or China. Groups will create a shared presentation of their assigned civilization's advancements (science, technology, intellectual, and art). The presentation will provide a description of the advancement and how it helped the civilization advance. Students will create artifacts that represent the advancements that will be used on an in-class trading day. Students	2 class periods

		will consider the location (ease of trade and protection from attacks), influence on culture, and the economic advantage of trading the items they created. This experience is the same as Topic 1, engaging experience 3.	
China	Government and Belief Systems Poster/ Infographic 	Students will create a poster or infographic which details the social class structure of China. In addition, they will add information that describes how religion influenced the government and social class structure. This information will be added to the poster/infographic for Mesopotamia, Egypt, and India (Topic 1, essential experience 4)	½ - 1 class period
China	Chinese Government Podcast	Students will create a podcast script that will include information about Chinese philosophies and rulers of Chinese with an emphasis on Mongol rule. This can be completed in groups or by individual student.	2 class periods

Unit 2: Classical Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Classical Civilizations

Length of Unit: 7 weeks

Overview of Unit: Students will discover how the geography contributed to the diverse government systems that thrived in Greece and to the rise and fall of Greece and Rome. They will learn some of the components of direct and representative democracy that developed during Greece and Rome. Students will also learn about the art, mythology, literature and philosophy that affected the culture in both Greece and Rome.

Priority Standards for unit:

- SS.6-8.2.4.A. Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6-8.3.3.A. Explain the significance of physical geography to the development of classical civilizations.
- SS.6-8.5.3.A. Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.
- SS.6-8.5.3.D. From a historical perspective, explain the **origin**, structure, spread, and **significant beliefs** of Christianity.
- SS.6-8.2.3.B. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.
- SS.6-8.2.3.C. Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
- SS.6-8.2.4.B. Explain how the rule of law is further developed by the Magna Carta, and **other documents** including **limited government and due process**.
- SS.6-8.3.1.A. Analyze the rise and fall of classical civilizations to determine their significance to future societies.
- SS.6-8.5.2.B. Describe the origins, structure, and essential beliefs of **Judaism**, Hinduism, and Buddhism.

Supporting Standards for unit:

- SS.6-8.2.3.A. Explain the origins, functions, and structure of governmental systems within classical civilizations.
- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of monarchies, **theocracies**, **city states**, **empires** and dynasties.
- SS.6-8.4.3.B. Explain how standardization impacts the stability of a civilization.

- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.2.2.B. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Origins of governmental systems within civilizations	Explain	Understand	2
Functions of governmental systems within civilizations	Explain	Understand	2
Structure of governmental systems within civilizations	Explain	Understand	2
Significance of physical geography to the development of classical civilizations.	Explain	Understand	2
Significance of art to the culture and social order of classical civilizations.	Explain	Understand	2
Significance of mythology to the culture and social order of classical civilizations.	Explain	Understand	2
Significance of literature to the culture and social order of classical civilizations.	Explain	Understand	2
Significance of philosophy to the culture and social	Explain	Understand	2

order of classical civilizations.			
Origin of Christianity, from a historical perspective.	Explain	Understand	1
Significant beliefs of Christianity, from a historical perspective.	Explain	Understand	2
Analyze direct democracy and representative democracy in order to apply the concepts of majority rule.	Analyze	Analyze	3
Analyze direct democracy and representative democracy in order to apply the concepts of minority rights.	Analyze	Analyze	3
Analyze direct democracy and representative democracy in order to apply the concepts of civic duty.	Analyze	Analyze	3
How the rule of law developed from a written code of laws	Explain	Understand	2
Concepts of separation of powers and checks and balances.	Explain	Understand	2
How the rule of law is further developed by the other documents including limited government and due process.	Explain	Understand	2
Analyze the rise and fall of classical civilizations to determine their significance to future societies.	Analyze	Analyze	3
Origins of Judaism.	Describe	Understand	1
Structure of Judaism.	Describe	Understand	1
Essential beliefs of Judaism.	Describe	Understand	1

Essential Questions:

1. How did the geography affect the development of Greece and Rome?
2. How did the overriding government principles and systems affect Greek and Roman Culture?
3. Why did these classical civilizations fall and how did it impact future societies?
4. Why was art, mythology, literature, and philosophy significant to Greek and Roman Culture?
5. How did Judaism and Christianity affect Greek and Roman Culture?

Enduring Understanding/Big Ideas:

1. Due to the mountains, less than 20% of the land in Greece was used for farming. The Mediterranean Sea encouraged trade, but required a great defense. Because of the mountains, unity was challenged. Separate city-states formed developing into different government systems.
2. In Greece, each city-state adopted their own government systems, causing a divide. The systems of Monarchy allowed rule by one king or queen. Because of tyranny, many monarchies were overthrown. Aristocracy began, which allowed rule by a few due to their being born into nobility. Because of reformers, oligarchy, which is rule by a few due to land ownership and wealth, allowed more citizens to have a say. Direct democracy gave more equality to the citizens.
In Rome, direct democracy evolved into representative democracy, allowing citizens to elect leaders. The creation of the rule of law led to a limited government and the separation of powers, including checks and balances.
3. Rome conquers Greece, which further spreads the Greek culture to other kingdoms Rome adds to their empire around the Mediterranean Sea. Eventually, agricultural, economic, military, and political problems weaken Rome, leading to its fall. Following the fall of Rome, government principles were adopted in other societies and even seen today in the United States. Mythology, literature, and philosophy became part of Greece and Rome's great legacy.
4. Art, mythology, literature, and philosophy in Greece was specifically driven by their polytheistic religion and spread into the growing Roman Empire.
5. Judaism and Christianity both were part of a great reform in the religious views of the Roman culture, changing from polytheistic beliefs to monotheistic. The Roman Catholic Church began to be a large political and social influence among the culture of the people.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<p>Origin Function Structure Significance Development Historical perspective Analyze Impact Conflict Competition Cooperation Stability cause/effect Political Policies Processes</p>	<p>Physical geography Mythology Literature Philosophy Culture Social order Classical civilizations Judaism Christianity Majority rule Minority rights Civic duty Limited government Due process Rule of law Magna Carta Direct democracy Representative democracy Separation of powers Checks and balances City-state Monarchy Theocracy Empire Standardization Social group Institution Governmental systems</p>

Topic 1: Greece

Engaging Experience 1

Title: Charades

Suggested Length of Time: ½ class period

Standards Addressed

Priority:

- SS.6-8.2.4.A. Explain the origins, functions, and structure of governmental systems within civilizations.

Supporting:

- SS.6-8.2.3.A. Explain the origins, functions, and structure of governmental systems within classical civilizations.

Detailed Description/Instructions: Students identify and create movements for each of the government systems in the different Greek city-states (monarchy, aristocracy, oligarchy, tyranny, democracy).

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Voting Experience

Suggested Length of Time: ½ class period

Standards Addressed

Priority:

- SS.6-8.2.3.B. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.

Supporting:

- SS.6-8.2.3.A. Explain the origins, functions, and structure of governmental systems within classical civilizations.
- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.2.2.B. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires. .
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Detailed Description/Instructions: Pick out an issue that would be relevant to the students. First, use direct democracy to vote on the issue and come to a decision. Next, with the same issue, use representative democracy to vote (pick 1 student at each table to listen to their peers and let the one representative vote by whispering in your ear). Tally up results and compare.
Discussion:

Did the representative vote the way you wanted...or the way they promised?

Did the results change?

What are advantages and disadvantages to each type of democracy?

Bloom's Levels: Apply/Analyze/Evaluate

Webb's DOK: 2/3

Engaging Experience 3



Title: Collaborative Museum

Suggested Length of Time: 1 class period to research/create, ½ class period to tour museum

Standards Addressed

Priority:

- SS.6-8.5.3.A. Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.

Supporting:

- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Assign students part of one of the following groups (art, mythology, literature, and philosophy). Give them time to research and gather information on their topic throughout the time period of Ancient Greece. Allow them to choose paper or online, but design a picture and description of a different advancement during that time. Within each category, make sure there is no overlap with chosen ideas. When finished, secure to wall or place on table (different wall/table for each category) and allow students to walk around and read within the museum. Teachers may even choose to give students something to fill out as they walk around and “tour” the museum.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: Newspaper Headline

Suggested Length of Time: ½ class period

Standards Addressed

Priority:

- SS.6-8.3.1.A. Analyze the rise and fall of classical civilizations to determine their significance to future societies.

Supporting:

- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Detailed Description/Instructions: Assign half of the class “rise” and half of the class “fall”. Students will come up with a newspaper headline (phrase that summarizes the main point).

Headlines can be shared electronically.

Bloom’s Levels: Create

Webb’s DOK: 4

Topic 2: Rome

Engaging Experience 1

Title: Trade Simulation

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SS.6-8.3.3.A. Explain the significance of physical geography to the development of classical civilizations.
- SS.6-8.5.3.A. Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.

Supporting:

- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.2.2.A. Explain the origins, functions, and structure of monarchies, **theocracies, city states, empires** and dynasties.
- SS.6-8.4.3.B. Explain how standardization impacts the stability of a civilization.
- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.

Detailed Description/Instructions:

Block 1: Assign each table a different city (around AD 117) within the different areas around the Mediterranean Sea (Rome) that trade with each other. Assign student to each table and have them research supply/surplus of goods produced in that region, ideas, religion, or art from each region. Color or draw on paper or make. Can use saved items from Greece's collaborative museum. Also, secretly assign about 3 people the job of an army that will try to steal and take over while trade is happening (due to the lack of natural barriers to block). They can create weapons (paper balls) and such when others are creating.

Block 2: Simulate trade. Secretly tell the others to try and steal. Once they are back to their homeland (touching table), they are safe.

Discuss:

- What goods, ideas, religion, art, etc. ended up where (cultural diffusion)
- Advantages of location
- Disadvantages of location

Bloom's Levels: Apply/Evaluate

Webb's DOK: 4

Engaging Experience 2



Title: Government Playwright Script

Suggested Length of Time: 2 class periods to create and 1-2 class periods for optional performance

Standards Addressed

Priority:

- SS.6-8.2.3.B. Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.
- SS.6-8.2.3.C. Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.
- SS.6-8.2.4.B. Explain how the rule of law is further developed by the Magna Carta, and **other documents** including **limited government and due process**.

Supporting:

- SS.6-8.2.3.A. Explain the origins, functions, and structure of governmental systems within classical civilizations.
- SS.6-8.2.2.B. Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Student will create a play that uses the terms majority rule, minority, rights, civic duty, limited government, rule of law, and due process. The rubric will identify how students will need to show understanding of each term by either using the narrator or characters. Can be done as individual scripts turned in for grade with optional performance or group script with required performance and no grade.

Bloom's Levels: Create

Webb's DOK: 3/4

Engaging Experience 3

Title: Flip-book

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- SS.6-8.5.3.D. From a historical perspective, explain the **origin**, structure, spread, and **significant beliefs** of Christianity.
- SS.6-8.5.2.B. Describe the origins, structure, and essential beliefs of **Judaism**, Hinduism, and Buddhism.

Supporting:

- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Detailed Description/Instructions: Create a flip-book including the religions of Judaism and Christianity (or add to if you started with Hinduism/Buddhism in Unit 1). Judaism should include the following categories origins, structure, and essential beliefs. Christianity would include the categories of origin, structure, spread and significant beliefs (structure and spread will be added to during Unit 5).

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 4



Title: Collaborative Museum

Suggested Length of Time: 1 class period to research/create, ½ class period to tour museum

Standards Addressed

Priority:

- SS.6-8.5.3.A. Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations.

Supporting:

- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.5.4.C. Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Assign students part of one of the following groups (art, mythology, literature, and philosophy). Give them time to research and gather information on their topic throughout the time period of Ancient Rome. Allow them to choose paper or online, but design a picture and description of a different advancement during that time. Within each category, make sure there is no overlap with chosen ideas. When finished, secure to wall or place on table (different wall/table for each category) and allow students to walk around and read within the museum. Teachers may even choose to give students something to fill out as they walk around and “tour” the museum.

Bloom’s Levels: Understand

Webb’s DOK: 2

Engaging Experience 5

Title: Twitter Feed

Suggested Length of Time: ½ class period

Standards Addressed

Priority:

- SS.6-8.3.1.A. Analyze the rise and fall of classical civilizations to determine their significance to future societies.

Supporting:

- SS.6-8.3.1.B. Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.
- SS.6-8.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.

Detailed Description/Instructions: Assign half of the class “rise” and half of the class “fall” Students will come up with a “tweet” (social media post on Twitter) they would have written if they were living at that particular time during the rise of fall of Rome. Create a twitter feed to share.

Bloom’s Levels: Create

Webb’s DOK: 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Tell students he/she is in power and taking leadership of Rome directly after Julius Caesar's assassination. He/she will create a speech that includes their vision and mission of their rule over the people. Think about:

- How will you gain the favor of the people?
- Religion (which one? Required or optional?)
- What democracy principles would you keep intact?
 1. Rule of law
 2. Majority Rule
 3. Minority Rights
 4. Civic Duty
 5. 12 Tables (limited government and due process)
 6. Representative Democracy versus Direct Democracy

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Greece	Charades	Students identify and create movements for each of the government systems in the different Greek city-states (monarchy, aristocracy, oligarchy, tyranny, democracy).	½ class period
Greece	Voting Experience	<p>Pick out an issue that would be relevant to the students. First, use direct democracy to vote on the issue and come to a decision. Next, with the same issue, use representative democracy to vote (pick 1 student at each table to listen to their peers and let the one representative vote by whispering in your ear). Tally up results and compare.</p> <p style="text-align: center;">Discussion:</p> <p style="text-align: center;">Did the representative vote the way you wanted...or the way they promised?</p> <p style="text-align: center;">Did the results change?</p> <p style="text-align: center;">What are advantages and disadvantages to each type of democracy?</p>	½ class period
Greece	Collaborative Museum 	Assign students part of one of the following groups (art, mythology, literature, and philosophy). Give them time to research and gather information on their topic throughout the time period of Ancient Greece. Allow them to choose paper or online, but design a picture and description of a different advancement during that time. Within each category, make sure there is no overlap with chosen ideas. When finished, secure to wall or place on table (different wall/table for each category) and allow students to walk around and read within the museum. Teachers may even choose to give students something to fill out as they walk around and “tour” the museum.	1-½ class periods

Greece	Newspaper Headline	Assign half of the class “rise” and half of the class “fall”. Students will come up with a newspaper headline (phrase that summarizes the main point). Headlines can be shared electronically.	½ class period
Rome	Trade Simulation	<p>Block 1: Assign each table a different city (around AD 117) within the different areas around the Mediterranean Sea (Rome) that trade with each other. Assign student to each table and have them research supply/surplus of goods produced in that region, ideas, religion, or art from each region. Color or draw on paper or make. Can use saved items from Greece’s collaborative museum. Also, secretly assign about 3 people the job of an army that will try to steal and take over while trade is happening (due to the lack of natural barriers to block). They can create weapons (paper balls) and such when others are creating.</p> <p>Block 2: Simulate trade. Secretly tell the others to try and steal. Once they are back to their homeland (touching table), they are safe.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What goods, ideas, religion, art, etc. ended up where (cultural diffusion) • Advantages of location • Disadvantages of location 	2 class periods
Rome	Government Playwright Script 	Student will create a play that uses the terms majority rule, minority, rights, civic duty, limited government, rule of law, and due process. The rubric will identify how students will need to show understanding of each term by either using the narrator or characters. Can be done as individual scripts turned in for grade with optional performance or group script with required performance and no grade.	3-4 class periods
Rome	Flip-book	Create a flip-book including the religions of Judaism and Christianity (or add to if you started with Hinduism/Buddhism in Unit 1). Judaism	2 class periods

		should include the following categories origins, structure, and essential beliefs. Christianity would include the categories of origin, structure, spread and significant beliefs (structure and spread will be added to during Unit 5).	
Rome	Collaborative Museum 	Assign students part of one of the following groups (art, mythology, literature, and philosophy). Give them time to research and gather information on their topic throughout the time period of Ancient Rome. Allow them to choose paper or online, but design a picture and description of a different advancement during that time. Within each category, make sure there is no overlap with chosen ideas. When finished, secure to wall or place on table (different wall/table for each category) and allow students to walk around and read within the museum. Teachers may even choose to give students something to fill out as they walk around and “tour” the museum.	1-½ class periods
Rome	Twitter Feed	Assign half of the class “rise” and half of the class “fall.” Students will come up with a” tweet” (social media post on Twitter) they would have written if they were living at that particular time during the rise of fall of Rome. Create a twitter feed to share.	½ class period

Unit 3: African Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: African Civilizations

Length of Unit: 4-5 weeks

Overview of Unit: This unit will examine the culture of sub-Saharan Africa while explaining the significance of the religion of Islam throughout Africa.

Priority Standards for unit:

- SS.6-8.5.4.B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.
- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America
- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.
- SS.6-8.4.1.B. Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.

Supporting Standards for unit:

- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Origin of Islam	Explain	Understand	1
Structure of Islam	Explain	Understand	1
Spread of Islam	Explain	Understand	2
Significant beliefs of Islam	Explain	Understand	1
cultures of civilizations in <u>sub-Saharan Africa</u>	Analyze	Analyze	2

Scientific advancements to determine the legacy of <u>African</u> civilizations.	Analyze	Analyze	2
Technological advancements to determine the legacy of <u>African</u> civilizations.	Analyze	Analyze	2
Intellectual advancements to determine the legacy of <u>African</u> civilizations.	Analyze	Analyze	2
Artistic advancements to determine the legacy of <u>African</u> civilizations.	Analyze	Analyze	2
origins of the expansion of the <u>Muslim</u> rule in Europe, Asia and Africa	Explain	Understand	2
significance of the expansion of the <u>Muslim</u> rule in Europe, Asia and Africa	Explain	Understand	2

Essential Questions:

1. How did Islam become a large influence in the North African kingdoms?
2. How did the scientific, technological, intellectual, and artistic advancements determine the legacy of African civilizations?
3. How were the cultures of the civilizations in sub-Saharan Africa significant to history?

Enduring Understanding/Big Ideas:

1. Through trade along the Trans-Saharan Caravan, the religion of Islam spread. African kings adopted the beliefs and ideas of Islam, along with the Arabic language. This influenced others to convert.
2. Africa had scientific advancements in the areas of mining, astronomy, and navigation. The intellectual advancements included astronomy, medicine, and math. Artistic advancements included architecture and engineering, metallurgy and tools, storytelling, masks, and stone structures.
3. The cultures of many kingdoms throughout sub-Saharan Africa had significant impact to history. The trade of gold was important throughout the western portion of Africa and is still an important part of the African culture. Languages of Arabic, Swahili and Bantu were adopted by various kingdoms throughout sub-Saharan Africa from trade activity. Along with the religion of Islam spreading throughout Africa, Christianity also spread into the

central region of Africa in Congo. Storytelling and strong family relationships were important components of sub-Saharan culture--particularly in western Africa.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Exchange Influence Resources Origin Significant Intellectual Artistic Technological Scientific Expansion	Islam Muslim Inter-regional trade Cultural diffusion Trans-Saharan Caravan Metallurgy Arabic Swahili Bantu Christianity

Topic 1: Religion and Trade

Engaging Experience 1

Title: Flip Book

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

Detailed Description/Instructions: Students created a flip-book for the religions of Judaism and Christianity in Unit 2. Students will add Islam to the flip-book and will include the following categories: origins, structure, and significant beliefs.

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Trade Routes Map

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.B. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.

Supporting:

- SS.6-8.4.4.A. Explain how inter-regional trade intensified the exchange of goods, ideas and people.
- SS.6-8.4.3.A. Describe trade patterns and how they influence the movement of resources, goods and services.

Detailed Description/Instructions: Create a map that shows important routes through Africa. Color coordinate and use a key. Routes should include Trans-Saharan caravan trade and the spread of Islam. Include items traded at the different areas of the Trans-Saharan trade routes.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Timeline

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.B. From a historical perspective, explain the **origin**, structure, **spread**, and significant beliefs of Islam.

- SS.6-8.4.1.B. Explain the origins and significance of the expansion of the **Muslim** and Mongol rule in Europe, Asia and Africa.

Detailed Description/Instructions: Students will create a simple timeline that highlights the origin, spread, and significant expansion of the Muslim rule in Africa. Their timeline would include Prophet Muhammad being born in Asia and his death; as well as the Berber traders in Africa spreading the religion. It would also include the African kings converting to Islam, adding Muslim government officials, and using the language of Arabic in government.

Bloom's Levels: Analyze

Webb's DOK: 2

Engaging Experience 4



Title: Impacts of Islam - Class Rap

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, **African** and Mesoamerican civilizations.
- SS.6-8.4.1.B. Explain the origins and significance of the expansion of the **Muslim** and Mongol rule in Europe, Asia and Africa.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

*Apply existing knowledge to generate new ideas, products, or processes.

*Create original works as a means of personal or group expression.

*Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will watch the [Muslim Contributions Rap](#). Inspired by the Muslim Contributions Rap, students will work in groups to create a class rap related to the impacts of Islam. Each group will be responsible for one topic related to the impacts of Islam (scientific, technological, intellectual, or artistic). Groups will explain and analyze that impact of Islam by creating a portion of the class rap. Each group's work will be put together to create one class rap that covers the major impacts of Islam.

Bloom's Levels: Analyze

Webb's DOK: 2

Topic 2: Sub-Saharan Culture



Engaging Experience 1

Title: Facebook Profile

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in **sub-Saharan Africa**, Mesoamerica, and Andean South America
- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, **African** and Mesoamerican civilizations.

Supporting:

- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - *Apply existing knowledge to generate new ideas, products, or processes.
 - *Create original works as a means of personal or group expression.
 - *Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create a “Facebook” profile of a selected African Civilization (Ghana, Mali, Zimbabwe, or Kongo) and/or create status updates. Students will include written information and pictures about the culture and advancements of their selected civilization in their profile. Students will view one another’s profile and post comments that compare and contrast their selected civilization to one another’s civilizations. Students must view and comment on all African civilizations.

Bloom’s Levels: Analyze

Webb’s DOK: 2

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Give students the scenario that they are an African trader from either Ghana, Mali, Great Zimbabwe, or Kongo. Decide:

- What goods would you have a supply of?
- What goods would be in demand?
- What beliefs would you have to share?
- What government ideas would you have to share?
- What advancements have your civilization made to share?

Create props or pictures of each. Simulate trade. Discuss how cultural diffusion worked.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Religion	Flip-book	Students created a flip-book for the religions of Judaism and Christianity in Unit 2. Students will add Islam to the flip-book and will include the following categories: origins, structure, and significant beliefs.	1 class period
Religion	Trade Routes Map	Create a map that shows important routes through Africa. Color coordinate and use a key. Routes should include Trans-Saharan caravan trade and the spread of Islam. Include items traded at the different areas of the Trans-Saharan trade routes.	1 class period
Religion	Timeline	Students will create a simple timeline that highlights the origin, spread, and significant expansion of the Muslim rule in Africa. Their timeline would include prophet Muhammad being born in Asia and his death; as well as the Berber traders in Africa spreading the religion. It would also include the African kings converting to Islam, adding Muslim government officials, and using the language of Arabic in government.	1 class period
Religion	Impact of Islam: Class Rap	Students will watch the Muslim Contributions Rap . Inspired by the Muslim Contributions Rap, students will work in groups to create a class rap related to the impacts of Islam. Each group will be responsible for one topic related to the impacts of Islam (scientific, technological, intellectual, or artistic). Groups will explain and analyze that impact of Islam by creating a portion of the class rap. Each group's work will	1 class period

		be put together to create one class rap that covers the major impacts of Islam.	
Sub-Saharan Culture	Facebook Profile	Students will create a “Facebook” profile of a selected African Civilization (Ghana, Mali, Zimbabwe, or Kongo). Students will include written information and pictures about the culture and advancements of their selected civilization in their profile. Students will create status updates and respond through posts, comparing their civilization with another.	3 class periods

Unit 4: Mesoamerican and Andean South American Civilizations

Subject: Social Studies

Grade: 6

Name of Unit: Mesoamerican and Andean South American Civilizations

Length of Unit: 4-5 weeks

Overview of Unit: Through extensive comparison, this unit will analyze the interrelationships among the Mayan, Incan, and Aztec civilizations.

Priority Standards for unit:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America
- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.

Supporting Standards for unit:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Cultures of civilizations in <u>Mesoamerica</u>	Analyze	Analyze	3
Cultures of civilizations in <u>Andean South America</u>	Analyze	Analyze	3
Scientific advancements to determine the legacy of <u>Mesoamerican</u> civilizations.	Analyze	Analyze	3
Technological advancements to determine the legacy of <u>Mesoamerican</u> civilizations.	Analyze	Analyze	3

Intellectual advancements to determine the legacy of <u>Mesoamerican</u> civilizations.	Analyze	Analyze	3
Artistic advancements to determine the legacy of <u>Mesoamerican</u> civilizations.	Analyze	Analyze	3

Essential Questions:

1. How did the Mayan culture and its advancements help shape subsequent civilizations?
2. How did the Incan culture and its advancements help shape subsequent civilizations?
3. How did the Aztec culture and its advancements help shape subsequent civilizations?
4. How did religion influence the structure of the Mayan, Incan, and Aztec civilizations?

Enduring Understanding/Big Ideas:

1. The Mayan civilization influenced subsequent civilizations through its culture and many advancements, including: mathematics (zero and place value), astronomy (365-day calendar), architecture (pyramids), art (steles), and agriculture (slash and burn & irrigation canals).
2. The Inca developed ways to thrive in a mountainous region. They had a highly organized government and had advancements in many areas, including: engineering (temples), transportation (highway systems), agriculture (terrace and irrigation), record-keeping (quipu), art (alpaca), and medicine (surgery and medicines).
3. The Aztec had to adapt to swampy lands in order to be a successful civilization. They created canals for travel and chinampas for farming. They had a culture focused on agriculture, war, and religion and had advancements in many areas, including: architecture (pyramids/temples), art, writing (glyphs), and astronomy (two calendars).
4. The Mayan, Incan, and Aztec civilizations were shaped by religion. All civilizations were polytheistic, and all areas of their culture, including; art, government, rituals, entertainment, advancements, social classes, and agriculture were heavily influenced by religious beliefs.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Artifact	Meso-America Andean South America Maya Inca Aztec Polytheism Quipu Slash and Burn Chinampas Terrace Steles Irrigation Polytheism

Topic 1: Maya Civilization

Engaging Experience 1

Title: Agricultural Map

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Advancements Comparison Matrix

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and **Mesoamerican** civilizations.

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3



Title: Government Infographic

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 4



Title: Religion Skit

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Inca Civilization

Engaging Experience 1

Title: Agricultural Map

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Incan civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Advancements Comparison Matrix

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and **Mesoamerican** civilizations.

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Incan civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3



Title: Government Infographic

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Incan civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 4



Title: Religion Skit

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Incan civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Aztec Civilization

Engaging Experience 1

Title: Agricultural Map

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will create a map which shows the location and key agricultural products and methods of the Aztec civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan and Incan civilizations.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Advancements Comparison Matrix

Suggested Length of Time: ½-1 class period

Standards Addressed

Priority:

- SS.6-8.5.4.A. Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and **Mesoamerican** civilizations.

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.

Detailed Description/Instructions: Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Aztec civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan and Incan civilizations.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3



Title: Government Infographic

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will create an infographic that shows the social class structure and provides a description of the government of the Aztec civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan and Incan civilization.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 4



Title: Religion Skit

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.4.1.D. Analyze the cultures of civilizations in sub-Saharan Africa, **Mesoamerica, and Andean South America**

Supporting:

- SS.6-8.1.5.A. Using a world history lens, describe how people's' perspectives shaped the sources/artifacts they created.
- SS.6-8.3.2.B. Analyze the cultural characteristics of civilizations to explain how they are similar and different.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will write and perform a skit that shows how religion influenced the government and culture of the Aztec civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan and Incan civilizations.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Civilization Hunters: Students will be divided into groups in which they will be assigned (Mayan, Incan, or Aztec civilization.) Each student will create a multimedia presentation that focuses on his or her assigned civilization. The presentation will feature the unique characteristics of the civilization compared to the other two. Students will present their creations to a panel in a format similar to the HGTV show “House Hunters.”

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Maya Civilization	Agricultural Map	Students will create a map which shows the location and key agricultural products and methods of the Mayan civilization.	½-1 class period
Maya Civilization	Advancements Comparison Matrix	Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Mayan civilization.	½-1 class period
Maya Civilization	Government Infographic 	Students will create an infographic that shows the social class structure and provides a description of the government of the Mayan civilization.	1 class period
Maya Civilization	Religion Skit 	Students will write and perform a skit that shows how religion influenced the government and culture of the Mayan civilization.	1 class period
Inca Civilization	Agricultural Map	Students will create a map which shows the location and key agricultural products and methods of the Incan civilization. This information will be added to the Topic 1 engaging experience 1 for the Mayan civilization.	½-1 class period
Inca Civilization	Advancements Comparison Matrix	Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Incan civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan civilization.	½-1 class period
Inca Civilization	Government Infographic 	Students will create an infographic that shows the social class structure and provides a description of the government of the Incan civilization. This information will be added to	1 class period

		the Topic 1, engaging experience 3 of the Mayan civilization.	
Inca Civilization	Religion Skit 	Students will write and perform a skit that shows how religion influenced the government and culture of the Incan civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan civilization.	1 class period
Aztec Civilization	Agricultural Map	Students will create a map which shows the location and key agricultural products and methods of the Aztec civilization. This information will be added to the Topic 1 engaging experience 2 for the Mayan and Incan civilizations.	½-1 class period
Aztec Civilization	Advancements Comparison Matrix	Students will complete a comparison matrix of the scientific, technological, intellectual, and artistic advancements of the Aztec civilization. This information will be added to Topic 1, engaging experience 2 of the Mayan and Incan civilizations.	½-1 class period
Aztec Civilization	Government Infographic 	Students will create an infographic that shows the social class structure and provides a description of the government of the Aztec civilization. This information will be added to the Topic 1, engaging experience 3 of the Mayan and Incan civilization.	1 class period
Aztec Civilization	Religion Skit 	Students will write and perform a skit that shows how religion influenced the government and culture of the Aztec civilization. This will be compared to the topic 1, engaging experience 4 of the Mayan and Incan civilizations.	1 class period

Unit 5: Feudal Kingdoms in Europe and Japan

Subject: Social Studies

Grade: 6

Name of Unit: Feudal Kingdoms in Europe and Japan

Length of Unit: 7 weeks

Overview of Unit: Students will identify the reason Feudalism emerged and the social structure that outlined it. They will later use resources like the Magna Carta to determine how the rule of law was applied. Students will identify how the Crusades and Black Death affected the culture of Europe during the Middle Ages.

Priority Standards for unit:

- SS.6-8.2.4.A. Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6-8.4.1.A. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.
- SS.6-8.4.1.C. Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.
- SS.6-8.2.4.B. Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.
- SS.6-8.5.3.D. From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.

Supporting Standards for unit:

- SS.6-8.1.1.A. Create and use tools to analyze a chronological sequence of related events in world history.
- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- SS.6-8.1.1.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.

- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
How the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	Compare	Understand	2
How the Crusades affected existing societies in Europe, Asia and Africa.	Analyze	Analyze	2
How the Black Death affected existing societies in Europe, Asia and Africa.	Analyze	Analyze	2
How the rule of law is further developed by the Magna Carta including limited government and due process.	Explain	Understand	2
Structure and spread of Christianity (from a historical perspective)	Explain	Understand	2

Essential Questions:

1. Why did Feudalism emerge in Medieval Europe and Feudal Japan?
2. How did Feudalism organize power in Medieval Europe and Feudal Japan?
3. How did the Crusades change the culture in Medieval Europe?
4. How did “Black Death” change the culture in Medieval Europe?

Enduring Understanding/Big Ideas:

1. Feudalism emerged due to lack of a strong central government. There was a need for a social and political system to create order.
2. Medieval European Feudalism organized power into the following social classes (most powerful to least): King (ruled lands, but lacking power), Lord (most power- church officials and nobles), Vassals (served the lord in court or army-knights), serfs (peasants working the land of a vassal or lord). Feudal Japan organized power into the following social classes (most powerful to least): Emperor (ruled lands, but lacked power), Daimyo (landowners) and Shogun (most powerful daimyo), Vassals (served the daimyo in court

or army-samurai), Peasants (artisans or farmers), Merchants (not seen to contribute anything to society).

3. The Crusades were “military expeditions” from Christian Europe to Palestine. They began due to the Christian Crusaders wanting the right to make pilgrimages to the holy land of Palestine, the princes wanting power through warfare, and the merchants wanting to gain access to rich trade routes connecting Asia to the east. After 200 years of fighting with the Muslims, the Crusades ended with Europeans having increasing contact with cultures of the eastern Mediterranean, trade increasing between Asia and Europe (leading to the growth of European towns), European monarchies growing stronger and feudalism declining, and Christians becoming more hostile toward Jews.
4. The vast spread of Black Death affected the culture of the Europeans in the areas of labor shortage, wage increases, better working conditions, religious questioning and blame, population density decreases.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Chronological	Feudalism Black Death Crusades Rule of law Limited government Due process Christianity Magna Carta Vassal Lord Serf Emperor Daimyo Shogun Warlord Social class system Roman Catholic church

Topic 1: Japan

Engaging Experience 1



Title: Social Structure Pyramid

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.2.4.A. Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6-8.4.1.A. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.

Supporting:

- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- SS.6-8.1.1.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will research the social class system and make a tagxedo for each level of the pyramid. Choose a picture that relates to that level and include any words that relate.

Bloom's Levels: Understand

Webb's DOK: 1

Topic 2: Europe

Engaging Experience 1



Title: Social Structure Pyramid

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- SS.6-8.2.4.A. Explain the origins, functions, and structure of governmental systems within civilizations.
- SS.6-8.4.1.A. Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.

Supporting:

- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- SS.6-8.1.1.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Students will research the social class system and make a tagxedo for each level of the pyramid. Choose a picture that relates to that level and include any words that relate.

Bloom's Levels: Understand

Webb's DOK: 1



Engaging Experience 2

Title: Timeline over Crusades and Black Death

Suggested Length of Time: 2 1/2 class periods

Standards Addressed

Priority:

- Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.

Supporting:

- SS.6-8.1.1.A. Create and use tools to analyze a chronological sequence of related events in world history.
- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- SS.6-8.1.1.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Create an online timeline that adds descriptions and pictures of important events in relationship to the Crusades and Black Death. Follow with a discussion that addresses the impact of these events on Medieval society.

Bloom's Levels: Understand/Analyze

Webb's DOK: 2



Engaging Experience 3

Title: Government Meme

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Explain how the rule of law is further developed by the **Magna Carta**, and other documents including limited government and due process.

Supporting:

- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.E. Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.
- ISTE 1 - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - Apply existing knowledge to generate new ideas, products, or processes.
 - Create original works as a means of personal or group expression.
 - Use models and simulations to explore complex systems and issues.

Detailed Description/Instructions: Create a meme that shows how the rule of law relates to the Magna Carta, limited government, and due process.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: The Structure and Spread of Christianity

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- From a historical perspective, explain the origin, **structure, spread,** and significant beliefs of Christianity.

Supporting:

- SS.6-8.1.1.A. Create and use tools to analyze a chronological sequence of related events in world history.
- SS.6-8.1.1.B. Explain connections between historical context and people's' perspectives at the time in world history.
- SS.6-8.2.4.C. Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.
- SS.6-8.5.2.C. Describe how the worldview of social groups and institutions influence culture and define the position of the individual within various societies.
- SS.6-8.4.3.C. Explain how political and economic stability affects the wellbeing of individuals and society.
- SS.6-8.1.1.C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.
- SS.6-8.5.4.D. Analyze the causes and effects of the changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.

Detailed Description/Instructions: Create a pyramid of the structure of the Roman Catholic Church, involving pictures and description. Create a map showing the spread of Christianity through the different regions in the world up to 1450.

Bloom's Levels: Understand/Apply

Webb's DOK: 2

Engaging Scenario



Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Social Media: Students will choose a social class within the European or Japanese Feudal social structure. From that perspective, they will become Social Media Specialists and report their experiences. Teachers can choose a social media platform for students to utilize (blog, mock-twitter, discussion board, mock-Facebook, etc.). The time period will need to be during feudal times prior to 1450. It will need to fulfill the assigned number of entries and apply learned objectives.

Rubric for Engaging Scenario: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Japan	Social Structure Pyramid 	Students will research the social class system and make a tagxedo for each level of the pyramid. Choose a picture that relates to that level and include any words that relate.	1 class period
Europe	Social Structure Pyramid 	Students will research the social class system and make a tagxedo for each level of the pyramid. Choose a picture that relates to that level and include any words that relate.	1 class period
Europe	Timeline over Crusades and Black Death 	Create an online timeline that adds descriptions and pictures of important events in relationship to the Crusades and Black Death. Follow with a discussion that addresses the impact of these events on Medieval society.	2-½ class periods
Europe	Government Meme 	Create a meme that shows how the rule of law relates to the Magna Carta, limited government, and due process.	1 class period
Europe	The Structure and Spread of Christianity	Create a pyramid of the structure of the Roman Catholic church, involving pictures and description. Create a map showing the spread of Christianity through the different regions in the world up to 1450.	1 class period

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.



Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.