

Sixth Grade Social Studies Curriculum

Unit 1: Development of Agriculture

Time: September

Essential Questions

- Lesson #3: How did the development of agriculture change daily life in the Neolithic Age?
- Lesson #5: Why do historians classify ancient Sumer as a civilization?

Enduring Understandings

- I can use my understanding of the development of agriculture to explain how it changed life in the Neolithic Age.
- I can use my understanding of the characteristics of a civilization to explain why historians classify ancient Sumer as a civilization.

Standards:

6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunter/gatherers and those who lived in early agrarian societies.

6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.

6.2.8.C.1.a Describe the influence of the agricultural revolution (e.g. the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

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

Benchmark Assessment(s)

- SWBAT create a comic strip from the perspective of a person living in both the Paleolithic and Neolithic eras. The comic strip will explain how the development of agriculture impacted daily life, population growth, technological advancements, trade, and the expansion of communities using domain-specific vocabulary. Writing should be clearly organized and appropriate to task, purpose, and audience. (6.2.8.A.1.a, 6.2.8.B.1.a, 6.2.8.C.1.a, 6.2.8.C.1.b, 6.2.8.D.1.a, WHST.6-8.2D, E, WHST.6-8.4)
- SWBAT analyze a series of different artifacts from ancient Sumer. While analyzing each artifact, they will complete questions and diagrams that help them understand the importance and impact of each artifact for ancient Sumer. They will then take their understanding of these artifacts and relate them to modern day artifacts that would help explain these categories: writing, stable food supply, social structure, government, religion, the arts, and technology. Students should write their findings including their reasoning supported with evidence as well as a conclusion. (6.2.8.D.1.b, 6.2.8.D.1.c, WHST.6.8-1A, B, C, D, E)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI student notebooks (print or online)
- TCI online component
- TCI text (print or online)

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- Follow TCI lesson planning and guide for lesson 3
 - In this lesson, students learn how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade. This information is gathered by analyzing various texts and determining the meaning of domain-specific vocabulary. Students use this knowledge to create a comic book about two Stone Age characters. (RH.6-8.4)
- Follow TCI lesson planning and guide for lesson 5
 - Students learn about the characteristics of civilization and analyze artifacts to determine how each related to characteristics of ancient Sumer.
- Otzi the Iceman investigation-use *Mysteries in History: Ancient History* workbook
 - Students will investigate Otzi the Iceman and analyze evidence to develop their own theory about how Otzi died. (WHST.6-8.1B)
 - There is also a PBS NOVA video about Otzi.
- Webquest for stone age tools in shared documents

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Lesson 3: Enhance the Writing Assignment Add the following item to the directions on Handout A: Include one additional story page on which you explain how one of the key changes from Paleolithic to Neolithic life paved the way for modern society. For example, Modern Maria might explain that because Neolithic Nel and Nick began to specialize in one job, people in our modern society attend college or technical schools to learn specific skills.
- Lesson 5: Write a Dialogue After students have completed the Processing activity, have pairs write and perform a dialogue between a Sumerian and a person living in the United States today. Their dialogue should include the following:
 - two lines of dialogue in which the characters introduce themselves and the society they represent
 - four lines of dialogue in which the characters discuss characteristics of civilization that illustrate similarities between Sumer and the United States
 - four lines of dialogue in which the characters discuss characteristics of civilization that illustrate differences between Sumer and the United States
 - two lines of dialogue concluding whether Sumer and the United States can be categorized as civilizations
- Have students rehearse their dialogues, and then allow volunteers to present them before the class.

Suggested Websites

- www.teachtci.com
- <https://www.pbs.org/video/nova-iceman-reborn/#>

Suggested Materials

- *Mysteries in History: Ancient History* workbook
- Additional items can be found in shared folder on server

Cross-Curricular Connections

21st Century Skills- Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Technology- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts - Students will use Language Arts standards for informational texts when they complete the readings for each unit.

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.

Sixth Grade Social Studies Curriculum

- *NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*

Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.

- *SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*
- *Students will be able to use the information from their lessons to answer research based questions.*
 - *W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.*

Sixth Grade Social Studies Curriculum

Unit 2: Ancient Egypt

Time: October and November

Standards:

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
- 6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.
- 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Essential Questions

- Lesson 8: What did the pharaohs of ancient Egypt accomplish and how did they do it?
- Lesson 9: How did social class affect daily life in Ancient Egypt?

Enduring Understandings

- I can explain how geography affected early settlement in ancient Egypt.
- I can explain what the pharaohs of ancient Egypt accomplished and how they did it.
- I can explain how social class affected daily life in Ancient Egypt.

Benchmark Assessment(s)

- SWBAT create an essay that answers the question, “What did the pharaohs of ancient Egypt accomplish and how did they do it?” Students will cite evidence from the text, as well as provide specific evidence from at least three of the pharaohs studied in this unit. Writing should include clear organization, vocabulary, and a concluding statement. (6.2.8.A.2.a, WHST.6-8.2)
- SWBAT read about and describe each level of the social pyramid of Egypt. For each group of people, students will answer the question citing evidence “How did the social status of this group of people affect the daily lives of people in this social class?” Students will then be able to complete a social pyramid for a school building. They will identify how each group of people (school and ancient Egypt) are the same and how they are different. (6.2.8.A.2.b, 6.2.8.C.2.a, RH.6-8.1)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI student notebooks (print or online)
- TCI online component
- TCI text (print or online)
- Our World textbook

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- Geography of Egypt: maps and additional readings
 - These can be found in the Our World Textbook (pgs 82-85) or supplemental materials on Shared server
- TCI Lesson 8: Ancient Egyptian Pharaohs
 - In this lesson, students “visit” monuments along the Nile River to learn about four ancient Egyptian pharaohs and their important accomplishments. Then they write a letter about what they have seen and learned on the tour. (RH.6-8.1, WHST.6-8.8)
- TCI Lesson 9: Daily life in Egypt
 - In this lesson, students create and perform interactive dramatizations to learn about the social structure of ancient Egypt and its effect on daily life for members of each social class.
- Horrible Histories youtube video-compatible worksheet in shared
- Mummy assembly-on shared
- Teddy Bear Mummification-on shared

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Lesson 8 Theban Mapping Project (American University in Cairo, Egypt)
<http://www.thebanmappingproject.com/>
The Theban Mapping Project is a compilation of articles, databases, and other specialized resources on ancient Egypt. The main attraction, though, is the two interactive atlases on the Valley of the Kings and the Theban Necropolis that give an amazing and up-close way to examine these sites. Maps, images, models, and virtual tours are used in these engaging and hands-on resources. It is as if you are actually doing the excavation and exploration yourself! This site is an incredible way to experience the Ancient Egyptian pharaoh.
- Lesson 9 Explore Ancient Egypt (Museum of Fine Arts, Boston, MA)
<http://www.mfa.org/node/9457>
The Boston Museum of Fine Arts houses "one of the finest Egyptian collections of its kind in the world," and this is an interactive tour of exhibits within the Egypt wing. Challenge students to find artifacts related to each of the social classes studied in this lesson. Ask, How do these new artifacts support or refute what you know about each social class in ancient Egypt? What additional questions do you have? What other sources could help you find answers to these questions?

Suggested Websites

- www.teachtci.com

Suggested Materials

- *Additional items can be found in shared folder on server*

Sixth Grade Social Studies Curriculum

Cross-Curricular Connections

21st Century Skills - Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice to their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Technology- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts or Math-

- Students will use Language Arts standards for informational texts when they complete the readings for each unit.
 - RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 - RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.
 - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Students will be able to use the information from their lessons to answer research based questions.
 - W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum

Unit 3: Ancient India

Time: December

Standards:

Essential Questions

- Lesson 13: How did geography affect early settlement in India?
- Lesson 18: Why is the period during the Gupta Empire known as a “golden age”?

Enduring Understandings

- I can use my understanding of the geographic characteristics of ancient India to explain how they impacted early settlement.
- I can explain why the period during the Gupta Empire is known as a “golden age”.

- 6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.

Benchmark Assessment(s)

- SWBAT write a paragraph that explains the importance of the Ganges River on the settlement of ancient India. The paragraph will also include an explanation of at least two other geographical characteristics of the area and how these characteristics were not suitable for settlement. (6.2.8.B.2.a, WHST.6-8.7)
- SWBAT write a paragraph that answers the questions “Why is the period during the Gupta Empire known as a “golden age?” Students will define the term “golden age” and then support their answer using at least three achievements they learned about through their study of ancient India. (6.2.8.D.2.d, 6.2.8.D.3.c, WHST.6-8.9, WHST.6-8.10)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI student notebooks (print or online)
- TCI online component
- TCI text (print or online)
- Items can be found in shared folder

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- Indus River Valley webquest-in shared documents
- TCI lesson 13: Geography of Ancient India
 - Students learn about eight key physical features on the Indian subcontinent during this Response Group activity. After discussing each feature's suitability for human settlement, students predict where they think the first settlements in India were located. (WHST.6-8.1B)
- TCI lesson 14: Unlocking the Secrets of Mohenjodaro
 - Students visit eight research stations and role-play archaeologists as they examine artifacts to form ideas about daily life in this civilization. Afterward, they will read the Student Text to learn what archaeologists have determined about these ancient objects and structures.
- TCI lesson 18: The Achievements of the Gupta Empire
 - Students assume the role of writers traveling through ancient India during the time of the Gupta Empire. They "tour" different sites throughout the empire to learn about the important achievements that were made during this "golden age." They use their notes to write and illustrate a palm-leaf book about their travels.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

Internet Projects: Ancient India

Pretend that you have been hired to complete a layout for an issue of *Dig It! Magazine* that highlights the archaeological discoveries made at Harappa and Mohenjodaro. Your layout should clearly address this question: What was daily life like in the Indus valley civilization? Support your answer by describing and analyzing artifacts found at both Harappa and Mohenjodaro. Some examples might include jewelry, games, statues, or buildings. Your layout must include these elements:

A. an imaginative title that catches the attention of the reader

B. a five-paragraph article describing what daily life was like in the Indus valley civilization.

Your article must include:

- an introduction that will get the reader's interest, provide helpful background detail, and state your purpose for writing
- three body paragraphs that use descriptions of artifacts from Harappa and Mohenjodaro to support your ideas about daily life in the Indus valley
- a conclusion that repeats your purpose and reminds the reader of your main points

C. visuals of at least three artifacts that you address in

Sixth Grade Social Studies Curriculum

your article with a two- to three-sentence caption describing each object and what it reveals about daily life in the Indus valley civilization

D. a rough draft

E. a typed, final draft with proper grammar, spelling, and a bibliography of sources for the artifacts used

Suggested Websites

- www.teachtci.com
- <https://www.bbc.co.uk/education/topics/zxn3r82>

Suggested Materials

- *Our World* textbook
- Additional items can be found in shared folder on server

Cross-Curricular Connections

21st Century Skills

- Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice to their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Technology

- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL

- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts or Math

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- Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.
 - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.
 - SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- Students will be able to use the information from their lessons to answer research based questions.
 - W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum

Unit 4: World Religions

Time: January

Standards:

Essential Questions

- What are the origins and beliefs of the five major world religions? (Judaism, Buddhism, Hinduism, Islam, Christianity)

Enduring Understandings

- I can explain the origins and beliefs of the five major world religions.

- 6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
- 6.2.8.D.3.d Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Benchmark Assessment(s)

- SWBAT complete a chart that identifies and explains the symbol, estimated number of followers, name of deity, holy book, founder, leadership, and basic beliefs of Christianity, Islam, Hinduism, Buddhism, and Judaism. (6.2.8.D.3.d)
- SWBAT select one of the religions and write a paragraph, create a PowerPoint, or use another means of presenting that describes how the religion impacted the daily life, government, and culture of the civilization. (6.2.8.C.2.a, WHST.6-8.6)

Other Assessments

- ✓ Notebooks notes
- ✓ Religion test and quizzes-in shared
- ✓ Teacher observation and student participation

Materials

- Items can be found in shared folder
- Our World textbook
- TCI student notebooks (print or online)
- TCI online component-teacher login
- TCI text (print or online)

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- World religions chart-in shared documents
- Students complete reading packets and activities for each religion-in shared
- Jeopardy world religions game
- For each religion there are three options to cover the material: TCI units, Our World textbook, or supplemental readings and assignments in shared documents.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

- Students research two holidays, special events, or celebrations associated with each religion.

Suggested Websites

- Five Primary World Religions
 - <https://www.youtube.com/watch?v=HybxZkMxZvQs>
- The 5 Major Religions John Bellaimey
 - https://www.youtube.com/watch?v=m6dCxo7t_aE

Suggested Materials

- Additional items found in shared

Cross-Curricular Connections

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Technology- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts-

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Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Students will be able to use the information from their lessons to answer research based questions.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum

Unit 5: China

Time: February-March (6 weeks)

Standards:

Essential Questions

- Lesson #19: How did geography affect life in ancient China?
- Lesson #22: Was the emperor of Qin an effective leader?

Enduring Understandings

- I can use my understanding of the features of geography to explain how geography affected life in ancient China.
- I can use my understanding of the Qin emperor to determine whether or not he was an effective leader.

- 6.2.8.B.2.b Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
- 6.2.8.D.2.c Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Benchmark Assessment(s)

- SWBAT create a physical map of China. They will work in groups to create their map and then present their map on a poster that also describes the different geographic regions of China. (6.2.8.B.2.b, WHST.6-8.2D)
- SWBAT to complete a project based on their opinion of Qin Shi Huangdi as a ruler. Using the information that they learned through the unit students will either create a wanted poster if they feel that Shi Huangdi was a poor ruler, or a commemorative plaque if they believe he was a good ruler. The creation must have a title, a picture, and at least three pieces of information to support their opinion. (6.2.8.D.2.c, WHST.6-8.1A, B, C)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- TCI student notebooks (print or online)
- TCI online component
- TCI text (print or online)
- Items can be found in shared folder

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- TCI Lesson 19: Geography and the Early Settlement of China- * meets benchmark
 - Students create a relief map and a geographic poster of China's five regions. In their groups, students share information about China's geography and then analyze how geography affected settlement and ways of life in ancient China. (RH.6-8.3)
- TCI Lesson 22: The First Emperor of China- *meets benchmark
 - Students analyze four images and read the lesson to learn about and evaluate the rule of the Emperor of Qin. For two of the images, groups prepare an actor to "step into" the image and bring it to life.
- TCI Lesson 20: The Shang Dynasty
 - Students become "archaeologists" who have just discovered a Shang tomb, which they will "excavate" to learn about this civilization. Students then brainstorm ways they can avoid misinterpretation as they analyze artifacts from a Shang tomb
- TCI Lesson 21: Three Chinese Philosophies
 - Students learn the basic tenets of Confucianism, Daoism, and Legalism. They discuss quotes from Confucius, Laozi, and Hanfeizi, and decide which philosophy the quote matches. (RH.6-8.6)
- TCI Lesson 23: The Han Dynasty
 - Students visit seven stations, each one representing a part of Chinese life that was improved by a new practice, discovery, or invention during the Han dynasty.
- PBS NOVA terracotta warriors video and worksheet

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities

ENRICHMENT

- AskAsia (Asia Society)
<http://asiasociety.org/education-learning> Created as a comprehensive K-12 resource on Asia, AskAsia's mission is to strengthen mutual understanding between the United States and Asia. It does just that, with a variety of educational sections geared for student use. There are readings on a broad spectrum of topics, maps, photos, drawings, and timelines. Colorful and interesting, there are many attractive features, such as a Chinese translation guide and a map game on China's geographic regions. This site provides a helpful complement to study of geography and the early settlement of China.
- The Incredible History of China's Terracotta Warriors (TED Ed)
<http://ed.ted.com/lessons/the-incredible-history-of-china-s-terracotta-warriors-megan-campisi-and-pen-pen-chen>
This TED Ed video looks at the history of Qin Shi Huangdi's elaborate tombs and the creation of the terra-cotta warriors. It also explains the difficulties in accessing the emperor's actual tomb.

Suggested Websites

- www.teachtci.com
- www.pbs.com

Suggested Materials

- Additional items can be found in shared folder

Cross-Curricular Connections

21st Century Skills- Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Technology- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts- Students will use Language Arts standards for informational texts when they complete the readings for each unit.

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Sixth Grade Social Studies Curriculum

- *RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).*

Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.

- *NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience*

Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.

- *SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

Students will be able to use the information from their lessons to answer research based questions.

- *W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.*

Sixth Grade Social Studies Curriculum

Unit 6: Greece

Time: March & April 6 weeks

Standards:

- 6.2.8.A.3.e Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
- 6.2.8.B.3.a Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
- 6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their decline.
- 6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.

Essential Questions

- Lesson 25: How did geography influence settlement and way of life in ancient Greece?
- Lesson 26: How did democracy develop in ancient Greece?
- Lesson 30: How did Alexander the Great build his empire?

Enduring Understandings

- I can use my understanding of the geographical characteristics of Greece to explain how they influenced life in Greece.
- I can explain how democracy developed in ancient Greece.
- I can explain how Alexander the Great built his empire.

Benchmark Assessment(s)

- SWBAT create a storyboard for a children's book that explains the geography of ancient Greece. Writing should contain domain-specific vocabulary. Topics should cover traveling from place to place, visiting a farm, starting a colony, and sailing on a merchant ship. (6.2.8.B.3.a, 6.2.8.B.3.b, RH.6-8.3)
- SWBAT create a report card for the different types of government (Monarchy, Oligarchy, Tyranny, Democracy) that were part of Ancient Greece. Students will rate each government based on making efficient decisions, giving equality to all people, and meeting the needs of the people. Students will write a paragraph explaining which type of government they feel was the best. Finally, students will discuss how they think these types of governments compare to America's current government structure. (6.2.8.A.3.e, WHST.6-8.1A)
- SWBAT design three medallions to show the different ways in which Alexander the Great planned to build and unite his empire. Each medallion should include a picture, a corresponding title, and a caption that briefly describes how the medallion shows one part of his plan. (6.2.8.C.3.a)

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

- Items can be found in shared folder
- TCI student notebooks (print or online)
- TCI online component-teacher login
- TCI text (print or online)

Sixth Grade Social Studies Curriculum

SUGGESTED ACTIVITIES

- Lesson 25 Geography and the settlement of Greece
 - Students analyze two thematic maps of ancient Greece. They use the maps to make predictions about where ancient Greeks settled and how they lived. Students then read to discover if their predictions were correct. (RH.6-8.7)
- Lesson 26 The Rise of Democracy
 - Students participate in the four forms of government practiced in ancient Greece to determine which of their favorite songs they should listen to. Students will use characteristics from the four different types of government to determine which songs to listen to.
- Lesson 30 Alexander and His Empire
 - Students learn about Alexander the Great's rise to power and his plan to rule and unify his vast empire.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

Internet Projects: Ancient Greece

Pretend that you have the opportunity to invite three ancient Greeks to a dinner party that you are hosting for your family and friends. You should invite three individuals who can answer this question clearly: What should be remembered about the history and culture of ancient Greece? Your honored guests can be actual people, like Socrates, Sappho, or Alexander the Great. Or they can be fictional characters based on historical fact, such as an Olympic athlete, a Spartan soldier, or an Athenian slave. At least one should be a man and at least one should be a woman.

In order to make your honored guests feel welcome at your party, you will need to create a special invitation for your friends and family. The invitation must include these elements:

A.A visually appealing cover that includes details about when, where, and why the party is being held

B.A one-page biography of each of the three ancient Greek figures who will be at the party Each biography must include:

- the name and occupation of the figure, written as a title (for example, "Socrates the Philosopher" or "Helen, an Athenian slave")
- a quotation associated with the figure, written as a subtitle
- a paragraph summarizing the most important details about the life of the figure, including when and where he or she lived ("I led a very interesting life in ancient Greece. I was born in _____.")
- a paragraph describing what important part of the history and culture of ancient Greece the figure will discuss with your other guests ("I am important to remember when learning about ancient Greece because _____.")
- a drawing of an artifact that this figure might bring to the dinner party and a three- to four-sentence caption describing the artifact and its significance ("This artifact is a _____. I brought this to the dinner party because _____.")

Sixth Grade Social Studies Curriculum

Suggested Websites

- www.teachnci.com

Suggested Materials

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21st Century Skills- Students will utilize a variety of communication skills while completing the group activities throughout this unit. Students will need to communicate clearly and effectively and with reason (CRP4). They will also need to practice to their critical thinking, problem solving skills, ethical leadership, and effective management in order to be successful while working with their groups (CRP8, CRP9). Additionally, due to the content of the material covered, students will be required to consider the environmental, social, and economic impacts of decisions, especially related to the development of ancient civilizations (CRP5). Finally, through using the TCI online subscriptions, students will use technology to enhance productivity (CPR11).

Technology- Using the TCI accounts, students will have the ability to use digital tools to demonstrate knowledge of a real world problem (8.1.8.A.1).

SEL- The TCI program lends itself to allow the students to frequently participate in group work. This means that the students will need to recognize the skills needed to establish and achieve personal and educational goals. Students must remain focused throughout the class period and not allow themselves to become distracted. Additionally, students need to ensure that they are able to respect one another's opinions, demonstrate an awareness of the expectations for social interactions, and utilize positive communication and social skills.

Language Arts- Students will use Language Arts standards for informational texts when they complete the readings for each unit.

- RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Students will use Language Arts standards for writing when they answer questions in their notebooks, as well as completing writing assignments throughout the lesson.

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Students will need to work appropriately with one another in their groups and address one another respectfully in group and class discussions.

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Students will be able to use the information from their lessons to answer research based questions.

- W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Sixth Grade Social Studies Curriculum

Unit 7: Rome

Time: May & June

Essential Questions

- What were the characteristics of the Roman Republic and how did they change over time?
- How did wealth affect daily life in the Roman Empire?
- To what extent does ancient Rome influence us today?

Enduring Understandings

- I can explain the characteristics of the Roman Republic and explain how they changed over time.
- I can explain how wealth affected daily life in the Roman Empire.
- I can explain how ancient Rome influences us today.

Standards:

- 6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
- 6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
- 6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
- 6.2.8.A.3.d Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
- 6.2.8.C.3.b Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- 6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Benchmark Assessment(s)

- SWBAT create an illustrated timeline to show how the characteristics of the Roman Republic changed over time. Include the following:
 - the title “Rise of the Roman Republic”
 - these dates: 616 B.C.E., 509 B.C.E., 494 B.C.E., 451 B.C.E., 287 B.C.E.
 - a one-sentence summary for each date, explaining how the event changed government in the Roman Republic
 - a simple illustration or symbol for each date (6.2.8.A.3.a, 6.2.8.A.3.c)
- SWBAT write a dialogue between a rich Roman and a poor Roman that might have taken place in 100 C.E. The dialogue must
 - be written as if two people were talking to each other.
 - begin with these opening lines:
Rich Roman: “Life is great in the Roman Empire!”
Poor Roman: “Not for all of us! What’s so good about your daily life?”
Rich Roman: “Rome is an amazing place if you have money. For example, . . .”
 - describe at least four aspects of life from a rich Roman’s perspective.
 - describe at least four aspects of life from a poor Roman’s perspective.

Other Assessments

- ✓ TCI processing assignment in each lesson
- ✓ TCI Tests
- ✓ Student Interactive Notebook pages
- ✓ Teacher observation and student participation

Materials

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Sixth Grade Social Studies Curriculum

- be free of spelling and grammatical errors (6.2.8.A.3.b, 6.2.8.A.3.d, 6.2.8.D.3.a, RH.6-8.8)
- SWBAT explain to what extent do Roman achievements affect your community today—not at all, barely, moderately, or greatly? On a separate sheet of paper, write a strong thesis statement answering this question. Then list at least three pieces of evidence that support your thesis statement. (6.2.8.C.3.b, WHST.6-8.1A, B)

SUGGESTED ACTIVITIES

- Lesson 33 Rise of the Roman Republic
 - Students experience the plebian struggle for equality in Rome. A group of students will be designated as "Plebs" and are tasked with producing "tiles." Another group is designated as "Pats." The working arrangement during the production of the tiles will simulate the relationship between patricians and plebeians in ancient Rome.
- Lesson 35 Daily Life in the Roman Empire
 - Students learn about eight aspects of ancient Roman life, such as education and family life, and explore how a teenager might have experienced each.
- Lesson 38 The Legacy of Rome in the Modern World
 - Students play the "Rome to Home" game to discover how aspects of Roman culture influence modern life.

REINFORCEMENT

- Provide printed notes, organizers, etc. for student notebooks/folders.
- Display lesson vocabulary in the classroom for student reference.
- Students can pair-up with a partner to share answers to various lesson activities.

ENRICHMENT

Internet Projects: Ancient Rome

Pretend that you are a scholar traveling around what used to be the Roman Empire in the year 500 c.e. The empire has fallen, and you are writing a eulogy to commemorate the achievements of the Romans. (A eulogy is a speech or piece of writing that praises someone or something, often after death.) Your eulogy must clearly answer this question: What are the lasting contributions of the Roman Empire? Your eulogy must include these elements:

A. the title "The Glory of Rome Is Not Forgotten"

B. three sections:

- a one-paragraph summary of the fall of the Roman Empire. It might begin, "The Roman Empire suffered many problems in its final years." Provide at least three supporting details in this section.
- a one- to two-paragraph highlight of the legacies of the Roman Empire. It might begin, "The Roman Empire has many lasting achievements." Discuss at least five important contributions in this section.
- a one- to two-paragraph discussion of the ways in which the accomplishments of the Roman Empire might influence the world in years to come. It might begin, "In the future, the Roman Empire will influence the world in these ways." Provide at least three examples in this section.

C. at least two visuals to complement the last two sections of your eulogy.

D. a rough draft.

E. a typed, final draft with proper grammar and spelling.

Sixth Grade Social Studies Curriculum

Suggested Websites

- www.teachtci.com

Suggested Materials

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21st Century Skills

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Technology

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SEL

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