

**READINGTON PUBLIC SCHOOL DISTRICT**

**Sixth Grade Social Studies**

**Authored by:** Ms. Katie MacDade & Mrs. Lisa Moor

**Reviewed by:** Stacey Brown  
Supervisor of Humanities  
and  
Dr. William DeFabiis  
Interim Superintendent of Schools

**Approval Date:** September 26, 2017

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**Readington Township Public Schools**  
**52 Readington Road, Whitehouse Station, NJ 08889**  
**[www.readington.k12.nj.us](http://www.readington.k12.nj.us)**

## I. PURPOSE AND OVERVIEW

The Readington Township School district social studies curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum leads students from an understanding of themselves and the world around them to the greater community of Readington and New Jersey. That knowledge is then built upon to assist students in gaining an understanding of American traditions, democratic values, and our global society.

## II. RATIONALE SOCIAL STUDIES CURRICULUM IN SIXTH GRADE

The purpose of social studies education is to provide students the opportunity to acquire the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. Sixth grade students will build on the knowledge from fifth grade skills in social studies.

In sixth grade, students will engage in an exploration of major ancient civilizations. By analyzing the geographic themes, growth of culture, and development of societies, students will gain a deeper understanding of the commonalities and differences among ancient civilizations. The elements of culture and the four stages of economic development serve as a lens through which investigative studies of the ancient civilizations are focused.

## III. GOALS

Linked to the 2014 New Jersey Student Learning Standards for Social Studies and the New Jersey Student Learning Standards for English Language Arts Companion Standards.

## IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are quantitatively and qualitatively assessed: content and skill. The data produced by formative and summative measurements of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, debate, presentations, and analysis of primary sources, charts, and diagrams.

## V. SCOPE AND SEQUENCE

### Sixth Grade:

	Sixth Grade
Unit 1 Sept. (3 weeks)	Geography & Map Skills
Unit 2 Oct. – Nov. (8 weeks)	Prehistory Paleolithic and Neolithic Era
Unit 3 Dec. - January (7 weeks)	Mesopotamia
Unit 4 February - Mid-March (6 weeks)	Egypt
Unit 5 Mid- March- April (7 weeks)	India

<b>Unit 6</b> <b>May-June</b> <b>(6 weeks)</b>	<b>China</b>
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**VI. UNITS OF STUDY**  
**Sixth Grade:**

<b>Sixth Grade Unit 1</b> <b>Geography and Map Skills</b>	
<b>Desired Results</b>	
<p><b>Goals:</b></p> <p><b>NJCCCS Social Studies</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 6.2.8.B.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.</li> </ul> <p><b>NJ.6-8 Standards for Literacy in History/Social Studies</b></p> <ul style="list-style-type: none"> <li>● 6-8.WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● 6-8.WHST.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● 6-8.WHST.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● 6-8.WHST.2.e. Establish and maintain a formal style and objective tone.</li> <li>● 6-8.WHST.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● Geography and the development of culture are interconnected.</li> <li>● Spatial recognition of geographic features connect places through time and history.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does the study of geography help us to understand a society's development and identify causes of economic and social inequality?</li> <li>●</li> <li>● How are landforms and geographic features connected to why we live the way we do?</li> <li>● Why is "where" important?</li> <li>● Why do we need to know about the surface of the Earth if we have Google maps?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>● How to analyze a variety of maps.</li> <li>● The purpose of cartography.</li> <li>● To describe locations in absolute and relative terms.</li> <li>● To locate places on a map using latitude and longitude.</li> <li>● To locate major landmasses and bodies of water.</li> <li>● To read map symbols, legends, and scales.</li> <li>● How to compare different types of maps and map projections.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Correctly use a scale to determine distance.</li> <li>● Analyze map color, scales, and features to determine their meaning.</li> </ul>	

- Use map legends to interpret symbols commonly used on maps
- Compare two dimensional maps with digital maps.
- Create a map using multiple resources.
- Revise their world schema by asking questions and doing hands on investigating through geographic activities.
- Utilize black and white outline maps, color atlases both online and print to understand the purpose of the colors used in cartography.

**Common misunderstandings:**

- Rivers get their water from large bodies of water such as oceans and lakes.
- All rivers flow south or ‘down.’
- Rivers only flood when there is too much rain.
- Colors on maps do not have any meaning.
- All land is flat.

**Assessment Evidence**

**Performance Tasks:**

- “Create a Map” Project
- Geography Picture Dictionary
- Five Themes of Geography
- Topographic map interpretation- change over time

**Other Evidence:**

- In-class completion of guided map comparisons.
- Teacher review and observation.
- Navigation using authentic maps and real world situations.
- Online use of Google Maps/Google Earth.
- Formative assessment of geography specific vocabulary including picture identification
- Summative Assessment including multiple choice and short answer questions

**Teacher Resources**

- Zeman, Anne, and Kate Kelly. *Everything You Need to Know About Geography Homework*. New York: Scholastic Reference, 1997. Print.
- Silver, James F. *Geography Skills Activities Kit: Ready-to-use Projects & Activities for Grades 4-8*. West Nyack, NY: Center for Applied Research in Education, 1988. Print
- Nystrom World Atlas Student Activities.
- Google Maps/Google Earth

**Student Resources**

- Google Maps/Google Earth
- Glencoe Student Geography Packet
- Teacher created resources
- Quizlet.com
- EDpuzzle
- Discovery Education Video Resource

**Sixth Grade Unit 2  
Prehistory Paleolithic and Neolithic Era**

**Desired Results**

**Goals:**

**NJCCCS Social Studies**

- 6.2.8.A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers 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

#### **NJ.6-8 Standards for Literacy in History/Social Studies**

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 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).
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

#### **Understandings:**

- Prehistoric people developed from nomadic hunters/gatherers to a structured civilized society with the development of early tools, agriculture, and structured societies.
- The domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.

#### **Essential Questions:**

- How do social scientists use the study of anthropology, geography, government, and science to uncover the past, research the present and predict the future?
- How have humans adapted to their environment in order to advance and survive?
- Why is artifact analysis important to unlocking prehistoric times?
- How are artifacts analyzed?
- How did technology change during paleolithic and neolithic times?
- How did neolithic people use their environment to advance their civilization?
- What benefits did settled life offer neolithic people?
- How did geography shape where people first settled?

#### ***Students will know/learn...***

- How agriculture changed human life dramatically.
- Food surplus is essential to form a civilization.
- How other jobs were created leading to specialization and trade.

#### ***Students will be able to...***

- Analyze artifacts as primary sources to determine their validity.
- Explain how social scientists such as archaeologists, historians, and geographers investigate the past.
- Hypothesize about the lives of prehistoric humans and compare ideas with those of social scientists.
- Interpret a cave painting by using the methodology of social scientists.
- Identify Neolithic settlements and explain the reason for their location.
- Compare the lives of hunters and gatherers during the Paleolithic Age with the lives of people during the Neolithic Age.
- Explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.

<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>● Cave Simulation</li> <li>● Trash Excavation Simulation</li> <li>● Nick and Nel Comic Book Project</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>● Mentor Text picture walk-Hunters and Gatherers</li> <li>● Lascaux Cave WebQuest</li> <li>● Teacher created Need to Know notes on prehistoric life and domestication</li> <li>● PBS Iceman Murder Mystery</li> <li>● Catal Hoyuk WebQuest</li> <li>● Kids Discover Ice Age reading notes</li> <li>● Unit quizzes and tests</li> <li>● Interactive guided reading notes chapter 4</li> </ul>
<b>Teacher Resources</b>	<b>Student Resources</b>
<p>Catal Hoyuk website: <a href="http://www.smm.org/catal/">http://www.smm.org/catal/</a>  Lascaux virtual cave webquest  <a href="http://www.culture.gouv.fr/culture/arcnat/lascaux/en/">http://www.culture.gouv.fr/culture/arcnat/lascaux/en/</a>  Ice Age Babies link  <a href="http://www.smithsonianmag.com/ist/?next=/science-nature/ice-age-babies-surrounded-weapon-parts-found-alaska-180953285/">http://www.smithsonianmag.com/ist/?next=/science-nature/ice-age-babies-surrounded-weapon-parts-found-alaska-180953285/</a>  Clovis Point Article  <a href="http://www.smithsonianmag.com/smithsonian-institution/fifth-grader-found-14000-year-old-clovis-point-likely-unearthed-because-hurricane-sandy-180953230/">http://www.smithsonianmag.com/smithsonian-institution/fifth-grader-found-14000-year-old-clovis-point-likely-unearthed-because-hurricane-sandy-180953230/</a>  Otzi the Iceman DVD  World Studies the Ancient World-Pages 22-23  Mummy Tombs Website  <a href="http://www.mummytombs.com/main_otzi.html">http://www.mummytombs.com/main_otzi.html</a></p>	<ul style="list-style-type: none"> <li>● <i>History Alive</i>, Chapter 1</li> <li>● <i>Frozen Man</i> by David Getz</li> <li>● Kids Discover Ice Age</li> <li>● Neolithic Nel and Nick comic book templates</li> <li>● Quizlet.com</li> <li>● Symbaloo</li> <li>● EDpuzzle</li> </ul>

**Sixth Grade Unit 3  
Mesopotamia - The First Civilization**

**Desired Results**

**Goals:**

**NJCCCS Social Studies**

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar 36 Peoples: Early River Valley Civilizations Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions.
- 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.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.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.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.
- 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.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.

- 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.
- 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

#### **NJ.6-8 Standards for Literacy in History/Social Studies**

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6-8.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and Topics.

#### **Understandings:**

- All civilizations have common characteristics that define culture and society.
- Geography influences the development of civilization.
- The geography of the Fertile Crescent gave rise to the first civilization.

#### **Essential Questions:**

- Why do historians classify ancient Sumer as a civilization?
- How did geography determine the success of the Mesopotamia becoming the cradle of civilization?
- How do Sumerian artifacts differ from Neolithic artifacts?
- How did physical geography influence the location and success or decline of early civilizations?
- Why did civilizations develop a written code of laws?
- What characteristics of civilization are common to all ancient civilizations?
- How are the elements of culture and civilizations similar?

#### ***Students will know/learn...***

- How people transitioned from nomadic/hunter gatherers to settled agricultural societies to a larger civilization.
- The Fertile Crescent is an arch shaped region in the Middle East.
- Mesopotamia is an ancient region consisting mostly in modern day Iraq.
- Sumer is a region inside Mesopotamia.
- A city-state is an early city that was like a small, independent country with its own laws and government.
- Agricultural inventions that allowed Sumerian city-states to create a stable food supply and a complex society.
- All civilizations have common elements of culture.
- There was an early need for trading for required resources and the surplus they created.

#### ***Students will be able to...***

- Compare and contrast the technology of Prehistoric and Neolithic peoples to the civilization developed in

<p>Mesopotamia.</p> <ul style="list-style-type: none"> <li>Analyze artifacts to make connections to a characteristic of civilization.</li> <li>Analyze artifacts from ancient Sumer and explain how they are examples of the characteristics of civilization.</li> <li>Explain the relationship between religion and the social and political order in Sumer.</li> <li>Explain the evolution of Sumerian written language, from pictographs to Cuneiform.</li> <li>Apply the characteristics of civilization to modern-day culture and society.</li> </ul>	
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Geography/map</li> <li>Civilization/Elements of Culture web</li> <li>Timeline Challenge Google Slide/Classroom</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Reading and guided notes <i>History Alive</i>, chapters 5&amp;6</li> <li>Hammurabi’s Code reading/guided questions</li> <li>Video: Discovery Education and guided notes</li> <li>Need To Know Notes-Teacher Created</li> <li>Do-Nows and Exit Tickets</li> <li>Kids Discover Mesopotamia Reading Notes</li> <li>Sumerian centers Tic-Tac-Toe</li> <li>Unit Quizzes and Tests</li> </ul>
<b>Teacher Resources</b>	<b>Student Resources</b>
<ul style="list-style-type: none"> <li>Mesopotamia: From Nomads to Farmers <a href="https://app.discoveryeducation.com/learn/videos/3029357E-9BB7-40D5-93E2-EFFBDCA2AFFE?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/3029357E-9BB7-40D5-93E2-EFFBDCA2AFFE?hasLocalHost=false</a></li> <li>Sumerian City States <a href="http://hypermedia.educ.psu.edu/edpgs/su96/meso/mesopotamia.html#city">http://hypermedia.educ.psu.edu/edpgs/su96/meso/mesopotamia.html#city</a></li> <li>Cuneiform <a href="http://www.historyforkids.org/learn/westasia/literature/">http://www.historyforkids.org/learn/westasia/literature/</a> <a href="http://www.penn.museum/cgi/cuneiform.cgi">http://www.penn.museum/cgi/cuneiform.cgi</a></li> <li>Watch a video <a href="http://www.carolineludovici.com/learn-how-to-write-cuneiform.html">http://www.carolineludovici.com/learn-how-to-write-cuneiform.html</a></li> <li>British Museum Tour <a href="http://www.mesopotamia.co.uk/menu.html">http://www.mesopotamia.co.uk/menu.html</a></li> <li>Trade in Sumer <a href="http://www.mesopotamia.co.uk/trade/home_set.html">http://www.mesopotamia.co.uk/trade/home_set.html</a></li> <li>Mesopotamia’s Ancient Wonder Mystery <a href="https://www.youtube.com/watch?v=aJTWai6xKM4">https://www.youtube.com/watch?v=aJTWai6xKM4</a></li> <li>PBS Lost Secrets series <a href="http://www.pbs.org/wnet/secrets/the-lost-gardens-of-babylon-watch-the-full-episode/1203/">http://www.pbs.org/wnet/secrets/the-lost-gardens-of-babylon-watch-the-full-episode/1203/</a></li> <li>Brown, Bryan. Jr. Scholastic Article “<i>Laying down the law</i>”. 9.18.16</li> <li>Penn Museum Online Catalog <a href="http://www.penn.museum/collections/list.php?id=37">http://www.penn.museum/collections/list.php?id=37</a></li> </ul>	<p><i>History Alive! Ancient World</i> Interactive Notebooks Teacher Created Materials Brown, Bryan. Jr. Scholastic Article “<i>Laying down the law</i>”. 9.18.16 Timeline Challenge TCI Unit 1 Quizlet.com EDpuzzle</p> <ul style="list-style-type: none"> <li>Sumerian City States <a href="http://hypermedia.educ.psu.edu/edpgs/su96/meso/mesopotamia.html#city">http://hypermedia.educ.psu.edu/edpgs/su96/meso/mesopotamia.html#city</a></li> <li>Cuneiform <a href="http://www.historyforkids.org/learn/westasia/literature/">http://www.historyforkids.org/learn/westasia/literature/</a> <a href="http://www.penn.museum/cgi/cuneiform.cgi">http://www.penn.museum/cgi/cuneiform.cgi</a></li> <li>Watch a video <a href="http://www.carolineludovici.com/learn-how-to-write-cuneiform.html">http://www.carolineludovici.com/learn-how-to-write-cuneiform.html</a></li> <li>British Museum Tour <a href="http://www.mesopotamia.co.uk/menu.html">http://www.mesopotamia.co.uk/menu.html</a></li> <li>Trade in Sumer <a href="http://www.mesopotamia.co.uk/trade/home_set.html">http://www.mesopotamia.co.uk/trade/home_set.html</a></li> <li>Mesopotamia’s Ancient Wonder Mystery <a href="https://www.youtube.com/watch?v=aJTWai6xKM4">https://www.youtube.com/watch?v=aJTWai6xKM4</a></li> <li>PBS Lost Secrets series <a href="http://www.pbs.org/wnet/secrets/the-lost-gardens-of-babylon-watch-the-full-episode/1203/">http://www.pbs.org/wnet/secrets/the-lost-gardens-of-babylon-watch-the-full-episode/1203/</a></li> <li>Kids Discover Mesopotamia</li> </ul>

**Sixth Grade Unit 4**  
**Egypt**

## Desired Results

### Goals:

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal systems.
- 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.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.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.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.
- 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.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 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.
- 6.2.8.D.2.d Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

### NJ.6-8 Standards for Literacy in History/Social Studies

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- WHST.6-8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1.D. Establish and maintain a formal/academic style, approach, and form.
- WHST.6-8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2.A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or

<p>other information and examples.</p> <ul style="list-style-type: none"> <li>● WHST.6-8.2.C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>● WHST.6-8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● WHST.6-8.2.E. Establish and maintain a formal/academic style, approach, and form.</li> <li>● WHST.6-8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● Physical geography contributes to the political, economic, and cultural development of each civilization.</li> <li>● Ancient civilizations have created lasting legacies for future societies and cultures.</li> <li>● Egypt created a highly complex social structure.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What economic and geographic factors led to the rise of the Ancient Egyptian Civilization?</li> <li>● Why religion was so important to the Ancient Egyptian way of life?</li> <li>● Why was the Nile River important to life in Ancient Egypt?</li> <li>● How did the social structure of Ancient Egypt influence the legacies developed by ancient Egypt?</li> <li>● What did the pharaohs of ancient Egypt accomplish, and how did they do it?</li> <li>● How did the pharaohs use absolute power to maintain control of their kingdoms?</li> <li>● How did the government interact with the people?</li> <li>● How did social class affect daily life in ancient Egypt?</li> <li>● How did the ancient Egyptian's belief in the afterlife affect their daily life?</li> <li>● How was the development of irrigation important to the growth of Egyptian civilization?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>● The geography of Egypt is unique and contributed to the development of its civilization.</li> <li>● The Nile River was influential in the development of the civilization.</li> <li>● Numerous examples of the characteristics of civilization and elements of culture evident in ancient Egyptian civilization.</li> <li>● The accomplishments of key Pharaohs from ancient Egypt: Khufu, Senusret I, Hatshepsut, and Ramses the Great.</li> <li>● Religion and the belief in the afterlife affected the daily life of the ancient Egyptians.</li> <li>● The key aspects of daily life for six social classes in ancient Egypt.</li> </ul> <p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Analyze ancient Egyptian art and architecture to better understand the accomplishments of the pharaohs.</li> <li>● Hypothesize some ways in which Egyptian pharaohs achieved their most impressive accomplishments, and the effects of those accomplishments on ancient Egypt.</li> <li>● Explain why the social structure of ancient Egypt is organized like a pyramid, and how religion affects that organization.</li> <li>● Compare the importance of King Tut compared to other Egyptian pharaohs.</li> <li>● Determine the importance of the mummification process for both science and religion.</li> <li>● Discuss the role of written language and various art forms in ancient Egypt.</li> </ul>	
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Map of Egypt</li> <li>● Flip book of Egyptian Social Structure project and note sheet</li> <li>● Document Interpretations and Analysis</li> <li>● DBQ</li> <li>● Interactive Dramatizations (WeVideo)</li> <li>● Postcards from Felucca Tour (Interactive Notebook)</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Egypt Interest/Researched Centers</li> <li>● Kids Discover Ancient Egypt, Pyramids, Ancient Egypt 2 guided reading and notes</li> <li>● You Wouldn't Want to be A Pyramid Builder mentor text</li> <li>● Land of Abundance ancient Egypt video guided questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Tier 3 content specific vocab</li> <li>• Guided reading notes History Alive Chapters 7,8,9</li> <li>• Unit Quizzes and Tests</li> </ul>
Teacher Resources	Student Resources
<ul style="list-style-type: none"> <li>• <i>History Alive!</i></li> <li>• King Tut's Final Secrets Documentary (National Geographic)</li> <li>• Felucca Stations &amp; Tour Guide Recordings</li> <li>• Breyer, Michelle, and Howard Chaney. <i>Ancient Egypt</i>. Westminster, CA: Teacher Created Materials, 1996. Print.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>History Alive!</i>, Chapters 7-9 &amp; Interactive Notebook Chapter 7-9</li> <li>• Leveled Reading Egypt Books</li> <li>• Nova/PBS The Afterlife in Ancient Egypt article <a href="http://www.pbs.org/wgbh/nova/ancient/afterlife-ancient-egypt.html">http://www.pbs.org/wgbh/nova/ancient/afterlife-ancient-egypt.html</a></li> <li>• Hieroglyphics A-Z for cartouche and cartouche outline.</li> <li>• <i>Secrets of the Mummies</i> by Shelley Tanaka</li> <li>• Selected readings from Egypt</li> <li>• Journey to the Afterlife webquest <a href="http://legacy.mos.org/quest/et/">http://legacy.mos.org/quest/et/</a></li> <li>• <i>Myths and Civilization of the Ancient Egyptians</i> by S. Quie</li> <li>• Egyptian Gods and Goddesses webquest <a href="http://www.ancientegypt.co.uk/gods/index.html">http://www.ancientegypt.co.uk/gods/index.html</a></li> <li>• Egyptian drawing/canon <a href="http://www.pyramidofman.com/Proportions.htm">http://www.pyramidofman.com/Proportions.htm</a></li> <li>• Pyramid Construction <a href="https://app.discoveryeducation.com/learn/videos/984146D3-E07D-4BB6-AF5F-D0F826A8D1BB?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/984146D3-E07D-4BB6-AF5F-D0F826A8D1BB?hasLocalHost=false</a></li> <li>• <i>Unwrap the Mummy</i> by Ian Dicks and David Hawcock</li> <li>• Mummy Maker games <a href="http://discoverykids.com/games/mummy-maker/">http://discoverykids.com/games/mummy-maker/</a> <a href="http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html">http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html</a></li> <li>• Selected readings from <i>Interact: A Learning Experience</i> authored by Marcia Sargent and Vivian Malcom</li> </ul>

Sixth Grade Unit 5 India
Desired Results
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal systems.</li> <li>• 6.2.8.A.2.b Determine the role of slavery in the economic and social structures of early river valley civilizations.</li> <li>• 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.</li> <li>• 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.</li> <li>• 6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry,</li> </ul>

trade, and the development of a class system in early river valley civilizations.

- 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.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 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.
- 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.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.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.
- 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time
- 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.

#### **NJ.6-8 Standards for Literacy in History/Social Studies**

- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- 6-8.WHST.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 6-8.WHST.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Understandings:**

- Ancient India had many lasting legacies and contributions to our modern world.
- Geography changes and influences the development and growth of civilizations.

#### **Essential Questions:**

- How did geography influence the development of Indian civilization?
- What characteristics of ancient Indian cities are evident in our cities today?
- How is Hinduism connected to the daily life of India?
- How are Buddhism and Hinduism similar and different?
- Why is the Gupta Empire known as a Golden Age?

#### **Students will know/learn...**

- The importance of a Golden Age in history.

- How Hinduism affects the daily life of India in both ancient and modern times.
- How Buddhism came to exist as a religion in India and later throughout Asia.
- Key features of Indus Valley cities that influence our modern cities today.
- How geography changes over time and causes civilizations to decline and move.
- Where the Gupta Empire is on a map and location of its key cities.
- The main teachings of Buddhism.
- What characteristics classify a historical time period as a “Golden Age.”
- Why the period during the Gupta Empire is known as a “Golden Age.”
- Important aesthetic and intellectual traditions of ancient India, including literature, medicine, metallurgy, and mathematics.

**Students will be able to...**

- Form hypotheses about the function of artifacts and ruins from an ancient city in the Indus Valley.
- Analyze artifacts to draw conclusions about daily life in the Indus Valley civilization.
- Explain why Mohenjo Daro is an important archaeological site.
- Explain the relationship among Vedic religion, Brahmanism, and Hinduism.
- Outline the social structure of the caste system.
- Describe important beliefs in Hinduism and discuss their influence on daily life.
- Assess the impact of ancient beliefs and practices on life in modern India.
- Describe the life of Siddhartha Gautama and explain how he became the Buddha.
- Analyze paintings to clarify information presented in a historical narrative.
- Describe the expansion of the Mauryan Empire and the political and moral achievements of King Ashoka.
- Explain how King Ashoka and his edicts contributed to the spread of Buddhism in India, Ceylon, and Central Asia.
- Interpret excerpts from Ashoka’s edicts to create visual representations.

**Assessment Evidence**

**Performance Tasks:**

- India Map
- Mohenjodaro Artifact Stations
- The Story of Siddhartha's Enlightenment
- Palm Leaf book construction

**Other Evidence:**

- Compare and contrast Hinduism and Buddhism Venn Diagram
- Student Role Play-The Story of Buddhism
- Mentor text reflection questions and discussion
- Hinduism Mandala Notes
- Tier 3 vocabulary

**Teacher Resources:**

- *History Alive* Textbook Chapter 13-18
- Let’s Learn about World Religion: Hinduism
- Let’s Learn about World Religion: Buddhism
- “Saving the Ganges” TCi Article
- Kids Discover: Ancient India
- Mentor text and book walk [Indus Valley Green Lessons from the Past](#) by Benita Sen Abe Books July 2010
- Need to Know Presentation on Ancient India
- Let’s Look at World Religions: Hinduism Channel 4 Discovery Education 2011. Video
- Palm Leaf Booklet Materials PDF

**Student Resources:**

- *History Alive* textbook, chapter 13-18 and interactive notebook.
- Palm leaf book template and project cards
- Mentor text reflection questions sheet.
- Role cards for the Story of Buddhism.
- Mentor text graphic organizers (Green Lessons)

**Sixth Grade Unit 6  
China**

**Desired Results**

**Goals:**

- 6.2.8.A.2.a Explain how/why different early river valley civilizations developed similar forms of government and legal systems.
- 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.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.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.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.
- 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.2.b Explain how the development of written language transformed all aspects of life in early river valley civilizations.
- 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.
- 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.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.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.
- 6.2.8.D.3.b Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.
- 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.
- 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.
- 6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers

#### **NJ.6-8 Standards for Literacy in History/Social Studies**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- 6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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).
- WHST.6-8.1.A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- WHST.6-8.1.B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

<ul style="list-style-type: none"> <li>● WHST.6-8.1.C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>● WHST.6-8.1.D. Establish and maintain a formal/academic style, approach, and form.</li> <li>● WHST.6-8.1.E. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>● WHST.6-8.2.A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>● WHST.6-8.2.B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>● WHST.6-8.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>● WHST.6-8.2.F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>● WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>● Geographic features enabled early civilizations to develop, while the need to expand empires caused many to fall.</li> <li>● Ancient China had many lasting legacies and contributions to our modern world.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does geography affect life in ancient China?</li> <li>● What do Shang artifacts reveal about this civilization?</li> <li>● How did Confucianism, Daoism, and Legalism influence political rule in ancient China?</li> <li>● Was the first Emperor of Qin an effective leader?</li> <li>● In what ways did the Han Dynasty improve government and daily life in China?</li> <li>● How did the Silk Road promote an exchange of goods and ideas?</li> </ul>
<p><b>Students will know/learn...</b></p> <ul style="list-style-type: none"> <li>● The spreading of goods and ideas between cultures is known as <i>cultural diffusion</i>.</li> <li>● The Silk Road is a network of trade routes across Europe and Asia that led to an important exchange of goods and ideas.</li> <li>● The travel difficulties along the Silk Road.</li> <li>● China politically and culturally influenced the modern world.</li> <li>● The political and cultural issues at the end of the Zhou dynasty.</li> <li>● How the emperor Shihuangdi unified northern China under the Qin dynasty.</li> <li>● How the Han dynasty expanded their empire.</li> </ul>	
<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>● Describe the government, social structure, religion, writing, art, and technology of the Shang dynasty.</li> <li>● Analyze artifacts to draw conclusions about the Shang dynasty.</li> <li>● Describe the lives and fundamental teachings of Confucius, Laozi, and Hanfeizi.</li> <li>● Explain how various schools of thought affected political rule in China.</li> <li>● Apply Confucian, Daoist, and Legalist principles to contemporary situations.</li> <li>● Analyze the policies and achievements of the Emperor of Qin.</li> <li>● Evaluate the extent to which Qin Shihuangdi was an effective leader.</li> <li>● Describe the political contributions the Han dynasty made to the development of the imperial bureaucratic state.</li> <li>● Evaluate the impact of inventions and discoveries in the fields of warfare, government, agriculture, industry, art, medicine, and science during the Han empire.</li> <li>● Locate trans-Eurasian trade routes in the period of the Han dynasty and the Roman Empire.</li> <li>● Explain how the Silk Road led to an exchange of goods, ideas, and beliefs.</li> <li>● Describe the diffusion of Buddhism northward from India to China.</li> </ul>	
<b>Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>● Charting landforms of China on a map.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>● Interactive Notebook Shang Dynasty</li> </ul>

<ul style="list-style-type: none"> <li>● Artifact analysis of Shang dynasty</li> </ul>	<ul style="list-style-type: none"> <li>● Interactive Notebook Han Dynasty</li> <li>● Interactive Notebook Qin Dynasty</li> <li>● Silk Road webquest</li> <li>● Reflection of 3 Philosophies of the Warring Period in China</li> <li>● Comparison of ancient China's early rulers</li> </ul>
<b>Teacher Resources</b>	<b>Student Resources</b>
<ul style="list-style-type: none"> <li>● Silk Road Game</li> <li>● Philosopher's Tea Party Simulation</li> <li>● Disney's Mulan video</li> <li>● <i>Riding on a Caravan</i> by Laurie Krebs</li> <li>● Kids Discover-Ancient China</li> <li>● Kids Discover The Great Wall of China</li> <li>● Kids Discover Marco Polo</li> <li>● Silk Road Webquest <a href="http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html">http://web.stanford.edu/group/spice/SilkRoad/SilkRoad.html</a></li> <li>● Journals Through History: Ancient China: Contributions to the World Discovery Education 2006 Video</li> <li>● Journals Through History: Ancient China: Dynasty to Destiny Discovery Education 2006 Video</li> <li>● China from Past to Present: Geography, Traditional Religions, Beliefs. Ancient Lights, 2004 Discovery Education Video</li> </ul>	<ul style="list-style-type: none"> <li>● History Alive chapters 19-24 and interactive student notebooks.</li> <li>● Physiographic China map</li> <li>● Three Philosophies of China note sheet</li> <li>● Ancient China guided notes Kids Discover</li> <li>● Great Wall of China guided notes Kids Discover</li> <li>● Chinese characters for names <a href="http://www.chinahighlights.com/travelguide/chinese-zodiac/">http://www.chinahighlights.com/travelguide/chinese-zodiac/</a></li> <li>● Cultural colors and their importance. <a href="http://www.ducksters.com/history/china/chinese_numbers_colors.php">http://www.ducksters.com/history/china/chinese_numbers_colors.php</a></li> <li>● Confucian Quotes <a href="http://ancienthistory.mrdonn.org/Confucius.html">http://ancienthistory.mrdonn.org/Confucius.html</a> <a href="http://www.successconsciousness.com/confucius_quotes.htm">http://www.successconsciousness.com/confucius_quotes.htm</a></li> <li>● Daoism Quotes <a href="http://ancienthistory.mrdonn.org/Taoism.html">http://ancienthistory.mrdonn.org/Taoism.html</a> <a href="https://www.goodreads.com/work/quotes/100074-d-o-d-j-ng">https://www.goodreads.com/work/quotes/100074-d-o-d-j-ng</a></li> <li>● Chinese Cookie fortunes <a href="http://www.fortunecookiemessage.com/archive.php">http://www.fortunecookiemessage.com/archive.php</a></li> <li>● Important Chinese inventions <a href="https://www.travelchinaguide.com/intro/focus/inventions.htm">https://www.travelchinaguide.com/intro/focus/inventions.htm</a> <a href="http://www.ducksters.com/history/china/inventions_technology.php">http://www.ducksters.com/history/china/inventions_technology.php</a></li> <li>● Art of KungFu <a href="https://www.chinahighlights.com/travelguide/kungfu/history.htm">https://www.chinahighlights.com/travelguide/kungfu/history.htm</a></li> </ul>

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