**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
| **Content Area Literacy** | |
| Achieve The Core for Social Studies: http://achievethecore.org/dashboard/300/search/1/1/6/7/  8/page/737/history-social-studies-lessons-list-pg | Teachers can access sample lessons for use in middle school  Social Studies classrooms. |
| **Close Reading** | |
| Teaching History.Org section on Close Reading Lessons  in Social Studies: http://teachinghistory.org/teaching-materials/teachingguides/25690 | Teachers can learn more about how to lead their Social Studies students in a close read. |
| **Text Dependent Questioning** | |
| TNCore Text **Dependent** Question in Social Studies:  http://tncore.org/literacy\_in\_social\_studies/instructional\_r  esources/text\_dependent\_questions.aspx | Teachers can use the resources to craft their own text-dependent questions based in Social Studies. |
| **Document Based Questioning** | |
| Teaching History.org on DBQs in Middle School:  http://teachinghistory.org/teaching-materials/teachingguides/  23560 | Documents are plentiful, but many are too difficult for middle school students. This link will help a middle school teacher modify documents for their students so they can employ document based questioning. |

**Important Details**

* Each framework is divided into the units as set forth by the state. The full state document can be found at this site: http://www.tn.gov/assets/entities/education/attachments/std\_ss\_gr\_6.pdf
* On the opening page of each unit there is a suggested time frame for instruction on the unit.
* Each unit consists of several sections: State Standards, Guiding Questions & Vocabulary, Instructional Activities and Resources, Nystrom Atlases, Images & Short Film Clips, Additional Supporting Texts and Documents and Assessment.
* Each school has received a set of Nystrom World History Atlases for 6th Grade World History and the accompanying teacher manual.
* The Assessment section contains a hyperlink to a document based assessment. This could be used in a variety of ways and the text pieces used could be accessed to open the unit, revisited for close reading and instruction and then referred to again for the assessment. This type of assessment will be delivered early in the second semester as part of the student's TCAP state assessment.
* If hyperlinks in this document are not active due to digital translation issues the user should copy and paste the link into the address bar of a web browser to access the material.
* This document is to be used with the McGraw-Hill textbook- *Discovering Our Past: A History of the World - Early Ages.* There are notations in the Instructional Activities & Resources section for specific pages and materials that are part ofthe textbook. Educators must request and receive an access code from the district Instructional Advisor for full accessto the online pieces. Educators are also encouraged to explore the online resource package for other materials notmentioned in this document. Abbreviated codes in Instructional Activities & Resources section match the coding in theTeacher Edition of the text.

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: 6-8 Reading Economic Trends |  |  |  |  |
| **Entering:**  Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production) | **Beginning:**  Classify economic data based on information in text and charts (e.g., major crops by states or regions) | **Developing:**  Compare economic data based on information in text and charts (e.g., Which crop is produced less today than 5 years ago?) | **Expanding:**  Predict economic data for upcoming years based on information in text and charts (e.g., Which crop will have less production in 5 years?) | **Bridging:**  Interpret economic trend data based on information from grade level text and charts (e.g., Why has there been a decline in profits from this crop in the past 5 years?) |

A Word About Vocabulary Instruction

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

Vocabulary **Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**6th Grade U.S. History & Geography Pacing Guide**

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| **Time** | **1st Quarter** |
| Week 1-3 | Human Origins in Africa through the Neolithic Age 6900 BCE |
| Week 4-8 | Human Origins in Africa through the Neolithic Age |
| Week 9 | Mesopotamia 3500 B.C. – 1200 B.C. |
| **Time** | **2nd Quarter** |
| Week 1-3 | Ancient Egypt 3000 B.C. - 1200 B.C. |
| Week 4-6 | Ancient India 300 B.C. - 220 A.D. |
| Week 7-9 | Ancient China 1750 B.C. - 220 A.D. |
| **Time** | **3rd Quarter** |
| Weeks 1-4 | Ancient Israel 2000 B.C. – 70 A.D. |
| Weeks 5-9 | Ancient Greeks 800 B.C. – 300 B.C. |
| **Time** | **4th Quarter** |
| Weeks 1-3 | Ancient Rome 800 B.C – 500 A.D. |
| Weeks 4-9 | Rome: Republic to Empire |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Ancient Egypt 3000 B.C. – 1200 B.C./B.C.E.**  **(3 weeks)** | | |
| **6.15** On a historical map locate the Mediterranean and Red Seas, the Nile River and Delta, and the areas of ancient Nubia and Egypt. Identify the locations of ancient Upper and Lower Egypt and explain what the terms mean. On a modern map, identify the modern countries of Egypt and the Sudan.  **6.16** Investigate the kinds of evidence used by archaeologists and historians to draw conclusions about the social and economic characteristics of Ancient Nubia (the Kingdom of Kush) and their relationship to the social and economic characteristics of Ancient Egypt.  **6.17** Develop a visual representation of the structure of Egyptian society including the role of the pharaoh as god/king, the concept of dynasties, the importance of at least one Egyptian ruler, the relationship of pharaohs to peasants, and the role of slaves in ancient Egypt.  **6.18** Site evidence from informational texts to explain the polytheistic religion of ancient Egypt with respect to beliefs about death, the afterlife, mummification, and the roles of different deities.  **6.19** Summarize important achievements of Egyptian civilization, including: the agricultural and irrigation systems the invention of a calendar, main features of the monumental architecture and art, such as the Pyramids and Sphinx at Giza evolution of writing- hieroglyphics the invention of papyrus  **6.20** Identify the Old, Middle, and New Kingdom time periods and evaluate the significance of the following:   * Menes * Khufu * Hyksos invasion * Ahmose * King Tut * Queen Hatshepsut * Ramses the Great   **6.21** Identify the location of the Kush civilization and describe its political, commercial, and cultural relationship with Egypt  **6.22** Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt.  **Connection to Language Standards**  **L. 6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **L.7.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | **6.15/6.16** How did the geography of Egypt influence its culture?  **6.1** **6**What is the relationship between Nubia (Kush) and Ancient Egypt?  **6.17** What was the role of the pharaoh and his place in Egyptian society?  **6.1** **8** What religious beliefs did the Egyptians hold?  **6.19** How did the Egyptians incorporate their written language with their religious practices?  **6.19** What are important achievements of Egyptian civilization?  **6.20** What is the significance of Old, Middle, and New Kingdom time periods and their leaders?  **6.21** What led to the rise and decline of Nubia?  **CONTENT VOCABULARY (Tier 3):**  Cataract, delta, shadoof, papyrus, hieroglyphics, dynasty, theocracy, textile, embalming, pharaoh, pyramid, bureaucrat, incense, envoy, savannas, metallurgy  **ACADEMIC VOCABULARY (Tier 2):**  unique, isolate, unify, distribute, crucial, reside, labor, **construct**, manual, obtain, acquire, authority, decline rely, challenge  (For Vocabulary Strategies - See page 6)  **Connection to Language Standards**  Greek & Latin Roots and Affixes  ***struct- to build***  Examples from the unit: **construct, structure**  Other examples: **deconstruct, restructured, instructions** | **Textbook Reference:** Chapter 5-*Ancient Egypt and Kush* Pages 97-137  **SUGGESTED ACTIVITIES:**  **6.17**/**6.18** Gods of Ancient Egypt -  <http://ablemedia.com/ctcweb/consortium/ancientegyptiangods.html>  Embalming and Mummification - Describe the process of embalming and mummification and the significance of each step.  **6.15** On a blank outline map: Identify and label the Egyptian and Kush civilizations; trace trade routes used between the civilizations  **Textbook Reference:** Chapter 5-*Ancient Egypt and Kush* Pages 98-101  **6.15** Use graphic organizer or a model to compare and contrast the Nile River in Egypt to the Tigris and Euphrates in Mesopotamia.  **6.17 Use as Primary Source** a photograph and biography about Pharaoh Hatshepsut and/or Ramses II***.*** Compare the two leaders.  <http://www.bbc.co.uk/history/ancient/egyptians/ramesses_01.shtml>  **6.20** Describe strengths and weaknesses of leaders during the Old, Middle, and New Kingdom in Egypt    **6.17** Write scripts or create a visual depicting life of different social groups under the rules of pharaohs. (present and/or role-play)  Use **Textbook Reference:** Chapter 5-*Ancient Egypt and Kush* Pages 108-127  **6.22** Write an informative essay comparing and contrasting Egyptian and Mesopotamian societies at their heights.  **Textbook Reference Pg. 73-93 and Pg. 100-115**  **6.19** Create a foldable, brochure, or poster to summarize important achievements of Egyptian civilization  **Textbook Reference Lesson Review Questions:** pages 107,119,127,133,  **Chapter 5 Activities:** page 134  Informative/explanatory; Giving a Presentation; Understanding Pros and Cons  **ASSESSMENTS:**  Multiple choice page 135-136;  Analyzing documents, drawing conclusions, inferring, short response, (narrative) extended response.  [Egypt Maps](http://egypt.mrdonn.org/maps.html)  [Egyptian Art-Teacher should preview and select pictures for students to view.](http://www.historyforkids.org/learn/egypt/art/egyptart.htm)  [Characteristics of Egyptian Art](http://www.shira.net/culture/kemetic-2d-art.htm)  [About Hieroglyphics](http://www.omniglot.com/writing/egyptian.htm#origins)  **Connection to Language Standards**  **Greek & Latin Roots and Affixes**  [http://www.researchgate.net/publication/ 230292405\_The\_LatinGreek\_Connection](http://www.researchgate.net/publication/%20230292405_The_LatinGreek_Connection) |
| **Ancient India 300 B.C. - 220 A.D.**  **(3 weeks)** | | |
| **6.23** Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each.  **6.24** Analyze the impact of the Aryan invasions.  **6.25** Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.  **6.26** Outline the social structure of the caste system and explain its effect on everyday life in Indian society.  **6.27** Write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.  **6.28** Describe the growth of the Mauryan Empire and the political and moral achievements of the Emperor Asoka.  **6.29** Identify the important aesthetic and intellectual traditions, including: Sanskrit literature, including the *Bhagavad-Gita, Ramayana, and the Mahabharata*  medicine, metallurgy, mathematics, including Hindu-Arabic numerals and the zero  **Connection to Language Standards**  **L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **L. 6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **6.23** How did India’s geographic setting affect the lives of its people?  **6.26** How did the caste system impact the lives of Indian people?  **6.25** What were the fundamental concepts of Hinduism and Buddhism?  **6.24** How did the Aryan invasions impact India?  **6.28** What was life like during the Mauryan Empire under Emperor Asoka?  **6.29** What are some of contributions of Indian culture to literature, art, math, and science?  **CONTENT VOCABULARY (Tier 3):**  subcontinent, raja, caste, monsoon, Hinduism, Buddhism, Sanskrit, guru, Vedas, language family, Brahman, karma, dharma, nirvana, Jainism reincarnation, stupa, pilgrim, Bhagavad Gita    **ACADEMIC VOCABULARY (Tier 2):**  plateau, reside, abandon, migrate, emerge, text, manual, status, focus, meditate, commit, eventual, promote, decline, contribute, **structure**  (For Vocabulary Strategies - See page 6) | **Textbook Reference:** Chapter 6- *Ancient India* Pages 137-166  **SUGGESTED ACTIVITIES:**  **6.23** Using a blank outline map toLocate and label (Ganges River, Indus River, Deccan Plateau, Himalayan Mts., Bay of Bengal, Indian Ocean, and Arabian Sea)  **6.24** Create a cause and effect organizers to analyze the invasion of the Aryans in India. **Textbook Reference Pp. 144-163**  **6.25/6.27** Use a web to describe the founders and basic beliefs of Hinduism and Buddhism  **6.25/6.27** Use a Venn- diagram to compare and contrast Hinduism and Buddhism  **6.26** Simulations: Role-Play individual citizens in caste-system or draw a pyramid describe the social classes in India  **6.26** Create a chart to categorize the various aspects of Indian caste system from the studied text. Research the freedoms guaranteed to Americans according to the U.S. Constitution. Then respond in essay format to *Think about the Indian caste system and compare it to the freedoms you have in the U.S. How are they similar and different?*  **6.26** In groups, debate the issue of the caste system. Divide students into two groups: Proponents and Opponents for the system. Cite evidence to support your point of view.  **6.27** Create and outline and write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.    **6.28** Make foldable to list and achievements of the Mauryan Empire, Gupta Empire or Emperor Asoka.  **6.29** Read excerpts from the Mahabharata and compare to myths from Egypt or Mesopotamia. Compare similarities and differences in messages, themes, and characters in essay format.  **Textbook Reference: Lesson Review Questions:** pages 148,156, 163  **Textbook: Chapter 5 Activities:** page 164  Narrative, manage information, and geography and civilization  **Textbook Reference: Assessments:** Multiple choice page 165; Analyzing documents, finding the main idea, drawing conclusions, short response, (argument) extended response page 166  **Life in India** <http://ancienthistory.mrdonn.org/Indialife.html>  <https://www.gutenberg.org/cache/epub/3283/pg3283.txt>  <http://www.anciedent.eu/Siddhartha_Gautama/> -  <http://www.ancient.eu/The_Vedas/> |
| **Ancient China 1750 B.C. - 220 A.D.**  **(2 Weeks)** | | |
| **6.30** Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert.  **6.31** Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty.  **6.32** Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world. (G, H)  **6.33** Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.  **6.34** Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.  **6.35** List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.  **6.36** Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.  **6.37** Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.  **6.38** Describe the diffusion of Buddhism northward to China during the Han Dynasty.  **Connection to Language Standards**  **L. 6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **L.7.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). | **6.31** What was the culture of the people living in the Huang-He Valley during the era of the Shang Dynasty?  **6.32** How did isolation in various regions in China make governance and the spread of ideas and goods difficult?  **6.33** What are the similarities and differences between Taoism, Confucianism, and Legalism?  **6.34** What made Confucius teachings widely accepted in China?  **6.37** How would you cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty?  **CONTENT VOCABULARY (Tier 3):**  Warlord, pictograph, aristocrat ideograph, ancestor, bureaucracy, hereditary, Dao, Legalism, censor, tenant farmer, currency, Mandate of Heaven, Daoism, Confucianism, filial piety, civil service, acupuncture  **ACADEMIC VOCABULARY (Tier 2):**  emerge, channel, military rely, philosophy, individual, similar, social class, unify, generation, network, link  (For Vocabulary Strategies - See page 6) | **Textbook Reference:** Chapter 7- *Early China* Pages 167-194  **SUGGESTED ACTIVITIES:**  **RH7** Create a category chart to highlight the governments of the Shang, Zhou, and Qin, and Han dynasties. Include the important leaders, laws, and innovations in technology.  **6.33** In groups, students will analyze the life and teachings of Confucius. Afterwards, respond to the following question: What effect did Confucius’ teachings have on China?  **6.30** Use a blank outline map to identify and locate the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert.  **6.33** Use triple Venn diagram to compare Taoism, Confucianism, and Legalism.  **6.35** Write a summary paragraph to relate policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty.  **6.36** Make a foldable detailing the political contributions of the Han Dynasty  **6.37** Create a character merchant, keeping a travel journal on his/her travels on the Silk Road. Identify goods and ideas that were imported and exported along the Silk Road.  **6.38** Use a map to trace the diffusion of Buddhism northward to China during the Han Dynasty    **Textbook Reference: Lesson Review Questions:** pages 177,183,191  **Textbook Reference: Chapter 7 Activities:** page 192 Informative/explanatory writing, analyzing news media, understanding relationships  **Textbook Reference: Assessments:** Multiple choice pages 193, Analyzing documents, assessing, analyzing, (informative/explanatory)extended response Textbook page 194  **Life in Ancient China** <http://china.mrdonn.org/index.html>  <http://archive.artsmia.org/art-of-asia/index.html>  <http://www.ancientchina.co.uk/menu.html>  <http://www.historyforkids.org/learn/china/>  <http://www.ancient.eu/Silk_Road/> |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** | | |
| RH7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).  Use graphic organizer or a model to compare and contrast the Nile River in Egypt to the Tigris and Euphrates in Mesopotamia. | RH8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.  Create a chart to categorize the various aspects of Indian caste system from the studied text. Research the freedoms guaranteed to Americans according to the U.S. Constitution. Then respond in essay format to *Think about the Indian caste system and compare it to the freedoms you have in the U.S. How are they similar and different?*  WHST1. Write arguments focused on *discipline-specific content*. 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.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 9. Draw evidence from informational texts to support analysis reflection, and research.  Read excerpts from the Mahabharata and compare to myths from Egypt or Mesopotamia. Compare similarities and differences in messages, themes, and characters in essay format.  WHST4. Produce clear and coherent writing in which  the development, organization, and style are appropriate to task, purpose, and audience  Create a character merchant, keeping a travel journal on his/her travels on the Silk Road. Identify goods and ideas that were imported and exported along the Silk Road.  In groups, debate the issue of the caste system. Divide students into two groups: Proponents and Opponents for the system. Cite evidence to support your point of view. |

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| **Additional Resources** |
| **Freer-Sackler Gallery at the Smithsonian Institute -**  <http://www.asia.si.edu/collections/egyptian.asp>  <http://historylink101.com/n/egypt_1/pic_main.htm>  <https://www.khanacademy.org/humanities/history/CrashCourse-WorldHistory/what-happens-when-you-stay-put-2/v/crashcourse-world-history-04>  <http://www.timemaps.com/history/ancient-egypt-3500bc>  **Photos from Egypt -**  <https://www.dropbox.com/sh/lc2xpc6vrwksuq9/AACbZRhNx12ODTU_IRS6teBPa?dl=0>  <http://scs-socialstudies.weebly.com/>    <http://earth.google.com/>  <http://www.mrdonn.org/>  <http://edugoodies.com/index.htm>  http://connected.mcgraw-hill.com/connected/login.do |