Grade 6 World History:

Instructional Plan

Course # 2109010

Seminole County Public Schools
Department of Teaching and Learning
2012
Seminole County Public Schools

400 East Lake Mary Boulevard
Sanford, FL 32773

THE SCHOOL BOARD OF SEMINOLE COUNTY

Dr. Tina Calderone
Karen Almond
Diane Bauer
Sylvia Pond
Dede Schaffner

Walt Griffin, Superintendent

Curriculum Writing Team
Chiles Middle School – Renae Poarch/Jennifer Capps
Greenwood Lakes – Sarah Stone
Indian Trails Middle School- Sherry Awsumb/Jennifer Bart
Jackson Heights Middle School- Judi Knuelle
Millennium Middle School- Susan Drauss
Milwee Middle School- Rebecca Drake
Sanford Middle School- Shelley Tabscott
South Seminole Middle School- Martha Christy
Teague Middle School – April Dehlinger
Tuskawilla Middle School- Melinda Elliot

Social Studies Curriculum Specialist- Natalie Gavarrette. NBCT
# Table of Contents

Instructional Plan and Course Description  
Pg. 4  
Common Core State Standards in History/Social Studies  
Pg. 5  
Course Sequence and Pacing Guide  
Pg. 8  
Instructional Plan by Unit  
Pg. 9  
Appendix A – Required Instruction State/Federal Mandates  
Pg. 40  
Appendix B – Primary Source Analysis Tools  
Pg. 43  
Appendix C – Social Studies Skills Additional  
Pg. 48  
Appendix D – Webb’s Depth of Knowledge  
Pg. 51  
Appendix E – Teaching Resources  
Pg. 54  
Appendix F – Anchor Lessons  
Pg. 56
INSTRUCTIONAL PLAN FOR GRADE 6 WORLD HISTORY
COURSE NUMBER 2109010

This Instructional Plan is designed to guide the teacher as the required information is presented to and mastered by students.

Components of the Instructional Plan—This Instructional Plan contains the components listed below.

Introductory Items

- **Common Core** – reading and writing standards for literacy in Social Studies to be infused throughout the units
- **Quarterly Scope and Sequence Chart**—guides teachers in planning their instruction for the quarter. Teachers are expected to follow this timeline of topics.

The Instructional Plan

- **Unit/Topic**—provides the quarter and basic topic for instruction
- **Time Frame & Textbook Reference**—Estimated Time Frame for teaching the unit and the portion of the primary instructional tool which is being presented. Common Textbook: McGraw-Hill Companies: Copyright 2013 Discovering Our Past; A History of the World: Early Ages
- **Learning Goals** – to be completed through PLC’s
- **Standards/Benchmarks** – NGSSS Standards Benchmarks to be taught
- **Academic Vocabulary** – recommended Academic Vocabulary terms
- **Suggested Key Terms** – recommended content vocabulary
- **Additional Resources** – resources & lesson examples posted/linked on Blackboard suggested for teaching units.
- **Required Instruction**: List of State and Federal Required Mandates that may be infused into the topic
- **Anchor Activities** – Four anchor activities have been developed, one for each quarter. These lessons are to be taught by ALL teachers at ALL schools. **Anchor Lessons located in Appendix F.**

Sixth Grade: M/J World History— The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world’s earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

**Mathematics Benchmark Guidance** - Instruction of World History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**Webb’s Depth of Knowledge**—Teachers should use Webb’s Depth of Knowledge questions at Level 2 (Basic Application of Skill/Concept), Level 3 (Strategic Thinking) and Level 4 (Extended Thinking). Questions at these levels promote depth of understanding and meet FCAT requirements. Please see **Appendix D** for further information.
Common Core State Standards for Literacy in History/Social Studies

Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Common Core standards in reading are infused within the lesson delivery of the content-specific NGSSS US History benchmarks.

Reading Standards in Literacy for Grade 6-8 Students:

Key Ideas & Details
1. Cite specific textual evidence to support analysis of primary and secondary sources.
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.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social.
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion, and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
Common Core State Standards for Literacy in History/Social Studies

Writing Standards for Literacy in History/Social Studies:

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Common core standards in Writing are infused within the lesson delivery of the content-specific NGSSS US History benchmarks.

Writing Standards in Literacy for Grade 6-8 Students:

Text Types and Purposes:

1. 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.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e. Establish and maintain a formal style and objective tone.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. (See note; not applicable as a separate requirement)

   Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.
Production and Distribution of Writing

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

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
**Course Sequence, Pacing and Planning Guide for Grade 6 M/J World History 2109010**

*McGraw-Hill Companies: Copyright 2013 Discovering Our Past; A History of the World Early Ages*

Teachers are to modify their methods, activities, and assignments to meet the needs of their students. You may use this page to plan when each topic will be taught by filling in the beginning and ending dates for each topic.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
<th>Month</th>
<th>Teaching Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Introduction/Online Scavenger Hunt <em>(Anchor Activity #1)</em></td>
<td>2 days</td>
<td>August</td>
<td></td>
</tr>
<tr>
<td>Foundations of Geography</td>
<td>3</td>
<td>August</td>
<td></td>
</tr>
<tr>
<td>Think like a Historian</td>
<td>2</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Celebrate Freedom Week State Mandated Observances</td>
<td>3 days</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>Early Humans and the Agricultural Revolution</td>
<td>2</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Enrichment/Re-teaching</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of First Quarter**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
<th>Month</th>
<th>Teaching Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mesopotamia <em>(Anchor Activity #2)</em></td>
<td>2.5</td>
<td>October</td>
<td></td>
</tr>
<tr>
<td>Ancient Egypt/Nile Civilization</td>
<td>2.5</td>
<td>November</td>
<td></td>
</tr>
<tr>
<td>Israelites</td>
<td>1</td>
<td>November</td>
<td></td>
</tr>
<tr>
<td>State Mandated Observances</td>
<td>.5</td>
<td>November</td>
<td></td>
</tr>
<tr>
<td>Ancient Greeks</td>
<td>2</td>
<td>December</td>
<td></td>
</tr>
<tr>
<td>Enrichment/Re-teaching</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Second Quarter/ First Semester**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
<th>Month</th>
<th>Teaching Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Civilizations</td>
<td>2.5</td>
<td>January</td>
<td></td>
</tr>
<tr>
<td>Ancient Rome <em>(Anchor Lesson #3)</em></td>
<td>1</td>
<td>January</td>
<td></td>
</tr>
<tr>
<td>Ancient Rome</td>
<td>1</td>
<td>February</td>
<td></td>
</tr>
<tr>
<td>Roman Civilizations</td>
<td>2.5</td>
<td>February</td>
<td></td>
</tr>
<tr>
<td>Rise of Christianity</td>
<td>1</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>Enrichment/Re-teaching</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of third Quarter**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Weeks</th>
<th>Month</th>
<th>Teaching Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient India</td>
<td>1</td>
<td>March</td>
<td></td>
</tr>
<tr>
<td>Ancient India</td>
<td>1</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td>Ancient China <em>(Anchor Lesson #4)</em></td>
<td>2</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td>Imperial China</td>
<td>2</td>
<td>April</td>
<td></td>
</tr>
<tr>
<td>The Americas</td>
<td>1</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Exam Week</td>
<td>1</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>Enrichment</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**End of Fourth Quarter/ Second Semester**
<table>
<thead>
<tr>
<th><strong>Unit/Topic:</strong> Foundations of Geography</th>
<th><strong>1st 9 Weeks</strong>  Common Resource: Textbook CH.2 Lessons 1 and 2</th>
</tr>
</thead>
</table>
| **Standard:**  
**Strand: Geography**  
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.  
Standard 2: Understand physical and cultural characteristics of places.  
Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.  
**Strand: Economics**  
Standard 1: Understand the fundamental concepts relevant to the development of a market economy  
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace. |
| **Est. Timeframe:** 3 Weeks  
**Suggested Academic Vocabulary:**  
Distort  
Symbol  
Expert  
**Suggested Key Terms:**  
Latitude  
Longitude  
Absolute Location  
Relative Location  
Map Projection  
Political Map  
Physical Map  
Scale  
Cardinal Directions  
Intermediate Directions  
Hemisphere  
Continents  
Regions  
Cultural Diffusion  
Economics  
Scarcity  
Supply and Demand  
Barter/Trade |
| **Benchmarks**  
SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.  
SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.  
SS.6.G.1.3 Identify natural wonders of the ancient world. Remarks/Examples: Seven Natural Wonders of Africa, Himalayas, Gobi Desert  
SS.6.G.1.4 Utilize tools geographers use to study the world. Remarks/Examples: maps, globes, charts, and geo-spatial tools such as GPS, GIS, satellite imagery, aerial photography, online mapping resources  
SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.  
SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Remarks/Examples: major rivers, seas, oceans |
| **Additional Resources:**  
Changing Political Boundaries in Asia  
http://www.nationalgeographic.com/xpeditions/lessons/03/g68/assessbound.html  
http://geographyworldonline.com/ancient.html  
http://www.unc.edu/awmc/ |
SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.


SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

State/Federal Required Instruction:
FS 1003.42 (r): Free Enterprise and the United States Economy (Ch.2, lesson 2)
<table>
<thead>
<tr>
<th><strong>Unit/Topic:</strong></th>
<th>Think like a Historian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st 9 Weeks</strong></td>
<td>Common Resource: Textbook CH. 1</td>
</tr>
<tr>
<td><strong>Est. Timeframe:</strong></td>
<td>2 Weeks</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td><em>Bolded “Key Terms” indicate key terms that are specifically noted in the NGSSS Benchmark Remarks AND the textbook.</em></td>
</tr>
<tr>
<td><strong>Suggested Academic Vocabulary:</strong></td>
<td>Integral, Decade/Century, Source, Finite, Data</td>
</tr>
<tr>
<td><strong>Suggested Key Terms:</strong></td>
<td>Era, Artifacts, Primary Resources, Secondary Resources, bias</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Standard:</strong></th>
<th><strong>Strand:</strong> World History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 6:</strong></td>
<td>Utilize historical inquiry skills and analytical processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Benchmarks:</strong></th>
<th><strong>Use timelines to identify chronological order of historical events</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.W.1.1</td>
<td>Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</td>
</tr>
<tr>
<td>SS.6.W.1.4</td>
<td>Describe the methods of historical inquiry and how history relates to the other social sciences. Remarks/Examples: archaeology, geography, political science, economics</td>
</tr>
<tr>
<td>SS.6.W.1.5</td>
<td>Describe the roles of historians and recognize varying historical interpretations (historiography).</td>
</tr>
<tr>
<td>SS.6.W.1.6</td>
<td>Describe how history transmits culture and heritage and provides models of human character.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>State/Federal Required Instruction:</strong></th>
<th><strong>Celebrate Freedom Week/Constitution Day:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 1003.42(a):</td>
<td>FS 1003.42(a): History/Content of Declaration of Independence</td>
</tr>
<tr>
<td>FS 1003.42 (b):</td>
<td>FS 1003.42 (b): Constitution of the United States</td>
</tr>
<tr>
<td>FS 1003.42 (c):</td>
<td>FS 1003.42 (c): Federalism</td>
</tr>
<tr>
<td>FS 1003.42 (d):</td>
<td>FS 1003.42 (d): Flag Education</td>
</tr>
<tr>
<td>FS 1003.42(e):</td>
<td>FS 1003.42(e): Elements of Civil Government</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Additional Resources:</strong></th>
<th><strong>History Alive Ancient World</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook : CH.1 Investigation of the Past</td>
<td></td>
</tr>
</tbody>
</table>

| **Literature:** | Motel of the Mysteries by David Macaulay |

<table>
<thead>
<tr>
<th><strong>Online Resources:</strong></th>
<th>The Cave of Lascaux Ministry of Culture and Communication, France</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.culture.fr/culture/arcnat/lascaux/en/">http://www.culture.fr/culture/arcnat/lascaux/en/</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.domesdaybook.co.uk/life.html#4">http://www.domesdaybook.co.uk/life.html#4</a></td>
<td></td>
</tr>
</tbody>
</table>
| **Unit/Topic:** Early Humans and the Agricultural Revolution | **1st 9 Weeks**  
Common Resource: Textbook CH.3 |
| --- | --- |
| **Standard:**  
**Strand:** Geography  
Standard 2: Understand physical and cultural characteristics of places  
Standard 3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.  
Standard 4: Understand the characteristics, distribution, and migration of human populations. |
| **Est. Timeframe:**  
2 Weeks |
| **Suggested Academic Vocabulary**  
Method  
Constant  
Economy |
| **Suggested Key Terms:**  
Nomads  
Domesticate  
Systematic agriculture  
Monarchy |
| **Strand:** World History  
Standard 1: Utilize historical inquiry skills and analytical processes.  
Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American). |
| **Strand:** Economics  
Standard 2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy. |
| **Benchmarks:**  
SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world  
SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Remarks/Examples: terracing, seasonal crop rotations, resource development.  
SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures  
SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.  
SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.  
SS.6.W.1.1 Use timelines to identify chronological order of historical events. |
| **Additional Resources:**  
**History Alive Ancient World:**  
Chapter 2 – Early Hominids  
Chapter 3 – From Hunters and Gatherers to Farmers  
**Online Resources**  
The Life and Times of Early Humans  
[http://earlyhumans.mrdonn.org/introduction.html](http://earlyhumans.mrdonn.org/introduction.html) |
SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

SS.6.W.2.3 Identify the characteristics of civilization. Remarks/Examples: urbanization, specialized labor, advanced technology, government, religious institutions, and social classes

SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations.

SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.

State/Federal Required Instruction:
FS 1003.42 (I): Principles of Agriculture (Ch.3, lesson 2)
| Unit/Topic: Mesopotamia | 2nd 9 Weeks  
Common Resource: Textbook CH. 4 |
|------------------------|----------------------------------|
| **Standard:**          | Est. Timeframe: 2.5 weeks  
**Strand: Geography**  
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information. |
| Standard 2: Understand physical and cultural characteristics of places. |
| Standard 3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them. |
| Standard 5: Understand how human actions can impact the environment. |
| Standard 6: Understand how to apply geography to interpret the past and present and plan for the future. |

**Strand: Economics**  
Standard 1: Understand the fundamental concepts relevant to the development of a market economy |
| Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace. |

**Strand: World History**  
Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American). |

**Benchmarks:**  
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  
SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.  
SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Remarks/Examples: city-states, provinces, kingdoms, empires.  
SS.6.G.2.3 Analyze the relationship of physical geography to |

**Suggested Academic Vocabulary:**  
Consist  
Code  
Military  
Complex  

**Suggested Key Terms**  
Irrigation  
Surplus  
City-state  
Polytheism  
Empire  
Province  

**Additional Resources:**  
**History Alive Ancient World:**  
Chapter 4 – The Rise of Sumerian City-States  
Chapter 5 – Was Ancient Sumer a Civilization?  
Chapter 6 – Exploring Four Empires of Mesopotamia  

**Online Resources**  
Rap song with facts about Mesopotamia and some Israelites info. This song is free. Other songs will
the development of ancient river valley civilizations.

SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems. Remarks/Examples: desertification, deforestation, abuse of resources, erosion

SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.

SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.W.2.3 Identify the characteristics of civilization. Examples: urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization. Examples are cuneiform writing, epic literature such as Gilgamesh, art and architecture, technology such as the wheel, sail, and plow.

SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations. Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

**State/Federal Required Instruction:**

![require a subscription:](http://mesopotamia.mrdonn.org/)

**General Information:**

| **Unit/Topic:** Ancient Egypt/Nile Civilization | **2nd 9 Weeks**  
**Common Resource:** Textbook CH.5 |
| --- | --- |
| **Standard:**  
**Strand: Geography**  
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.  
Standard 2: Understand physical and cultural characteristics of places.  
Standard 3: Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.  
Standard 4: Understand the characteristics, distribution, and migration of human populations.  
Standard 5: Understand how human actions can impact the environment.  
| **Est. Timeframe:**  
2.5 Weeks |
| **Suggested Academic Vocabulary:**  
Isolate  
Unify  
Distribute  
Crucial  
Reside  
Acquire  
Rely |
| **Suggested Key Terms:**  
Hieroglyphics  
Dynasty  
Theocracy  
Pharaoh  
Envoy  
Textile |
| **Strand: Economics**  
Standard 1: Understand the fundamental concepts relevant to the development of a market economy  
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace. |
| **Strand: World History**  
Standard 1: Utilize historical inquiry skills and analytical processes.  
Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).  
Standard 3: Recognize significant events, figures, and contributions of classical civilizations |
<table>
<thead>
<tr>
<th><strong>Benchmarks:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.G.1.7  Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush</td>
</tr>
<tr>
<td>SS.6.G.2.1  Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2  Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
<tr>
<td>SS.6.G.2.3  Analyze the relationship of physical geography to the development of ancient river valley civilizations. Examples are Tigris and Euprates [Mesopotamia], Nile [Egypt], Indus and Ganges [Ancient India], and Huang He [Ancient China].</td>
</tr>
<tr>
<td>SS.6.G.2.4  Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Examples are Egypt, Rome, Greece, China, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.6  Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</td>
</tr>
<tr>
<td>SS.6.G.3.1  Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Examples are terracing, seasonal crop rotations, resource development.</td>
</tr>
<tr>
<td>SS.6.G.4.1  Explain how family and ethnic relationships influenced ancient cultures.</td>
</tr>
<tr>
<td>SS.6.G.5.2  Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</td>
</tr>
<tr>
<td>SS.6.G.5.3  Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations</td>
</tr>
<tr>
<td>SS.6.E.1.3  Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources [land, labor,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Additional Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History Alive Ancient World:</strong></td>
</tr>
<tr>
<td>Chapter 7 – Geography and the Early Settlement of Egypt, Kush and Canaan</td>
</tr>
<tr>
<td>Chapter 8 – The Ancient Egyptian Pharaohs</td>
</tr>
<tr>
<td>Chapter 9 – Daily Life in Ancient Egypt</td>
</tr>
<tr>
<td>Chapter 10 – The Kingdom of Kush</td>
</tr>
<tr>
<td><strong>Online Resources</strong></td>
</tr>
<tr>
<td>Interactive resources related to pyramids, pharaohs, mummification, gods, hieroglyphs, and daily life</td>
</tr>
<tr>
<td><a href="http://www.bbc.co.uk/history/ancient/egyptians/">http://www.bbc.co.uk/history/ancient/egyptians/</a></td>
</tr>
<tr>
<td><a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a></td>
</tr>
<tr>
<td>Ancient Egypt Archaeological Tomb Webquest:</td>
</tr>
<tr>
<td><a href="http://www.nms.ac.uk/kids/games_and_adventures/egyptian_tomb_adventure.aspx">http://www.nms.ac.uk/kids/games_and_adventures/egyptian_tomb_adventure.aspx</a></td>
</tr>
<tr>
<td>King Tut’s Tomb:</td>
</tr>
<tr>
<td><a href="http://ngm.nationalgeographic.com/2005/06/king-tut/mysteries/home">http://ngm.nationalgeographic.com/2005/06/king-tut/mysteries/home</a></td>
</tr>
<tr>
<td>General Information on Nile River Civilizations:</td>
</tr>
<tr>
<td><a href="http://egypt.mrdonn.org/">http://egypt.mrdonn.org/</a></td>
</tr>
<tr>
<td><a href="http://africa.mrdonn.org/kush.html">http://africa.mrdonn.org/kush.html</a></td>
</tr>
<tr>
<td><a href="http://www.kidspast.com/world-history/0095-kush.php">http://www.kidspast.com/world-history/0095-kush.php</a></td>
</tr>
<tr>
<td><a href="http://www.pbs.org/empires/egypt/educators/lesson7.html">http://www.pbs.org/empires/egypt/educators/lesson7.html</a></td>
</tr>
</tbody>
</table>
capital, entrepreneurship).

SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.W.1.3 Interpret primary and secondary sources. Examples are artifacts, images, auditory sources, written sources.

SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations. Examples are Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.2.5 Summarize important achievements of Egyptian civilization. Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as The Book of the Dead, mummification.

SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt. Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

**State/Federal Required Instruction:**
<table>
<thead>
<tr>
<th><strong>Unit/Topic:</strong> Israelites</th>
</tr>
</thead>
</table>

| **Standard:**  
| **Strand:** Geography |
| **Standard 4:** Understand the characteristics, distribution, and migration of human populations. |

| **Strand:** World History |
| **Standard 2:** Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American). |

| **Est. Timeframe:** 1 Week |

| **Suggested Academic Vocabulary:** |
| Culture |
| Extract |
| Tradition |
| Devotion |

| **Suggested Key Terms:** |
| Monotheism |
| Proverb |

| **Benchmarks:** |
| SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures. |
| SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world. Examples are Buddhism, Christianity, Judaism |
| SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility. |

| **Additional Resources:** |
| **History Alive Ancient World:** |
| Chapter 7 – Geography and the Early Settlement of Egypt, Kush and Canaan |
| Chapter 11 – The Ancient Hebrews and the Origins of Judaism |
| Chapter 12 – The Struggle to Preserve Judaism |

| **Online Resources** |
| General Information on Israelites: |
| [http://www.kathimitchell.com/ancivil.html#Hebrews](http://www.kathimitchell.com/ancivil.html#Hebrews) |

| Judaism: |
| [http://www.socialstudiesforkids.com/subjects/judaism.htm](http://www.socialstudiesforkids.com/subjects/judaism.htm) |
| [http://atschool.eduweb.co.uk/carolrb/judaism/judai1.html](http://atschool.eduweb.co.uk/carolrb/judaism/judai1.html) |

| **State/Federal Required Instruction:** |
| FS 1003.42 (t): Veteran’s Day |
| Unit/Topic: Ancient Greeks | 2nd 9 Weeks  
Common Resource: Textbook CH. 7 and CH.2 Lesson 3 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td>Est. Timeframe: 2 Weeks</td>
</tr>
<tr>
<td><strong>Strand: Geography</strong></td>
<td><strong>Suggested Academic Vocabulary:</strong></td>
</tr>
</tbody>
</table>
| Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information. | Dominate  
Decline  
Stability  
Collapse  
Sufficient  
Emphasize |
| Standard 2: Understand physical and cultural characteristics of places. | **Suggested Key Terms:**  
Polis  
Agora  
Oligarchy  
Direct Democracy  
Representative Democracy  
Philosopher |
| Standard 5: Understand how human actions can impact the environment. | **Strand: Economics**  
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace. |
| **Strand: World History** | **Benchmarks:**  
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.  
SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.  
SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.  
SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Examples are China limits and Greece invites.  
SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world. Examples are water in the Middle East, fertile soil, fuel. |
| **Additional Resources:** | **Online Resources**  
History Alive Ancient World:  
Chapter 25 – The Geography and Settlement of Greece  
Chapter 26 – The Rise of Democracy  
http://greece.mrdonn.org/  
http://www.historyforkids.org/learn/greeks/  
http://www.woodlands-junior.kent.sch.uk/homework/greece.html  
http://www.socialstudiesforkids.com/subjects/ancientgreece.htm  
Important Figures in Ancient Greece:  
http://www.ancientgreece.com/s/People/Main_Page/  
http://www.woodlands-junior.kent.sch.uk/homework/greece/famous.htm |
SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations. Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.

SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.


SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.

SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization. Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.


**State/Federal Required Instruction:**

**Unit/Topic:** Greek Civilizations

**Common Resource:** Textbook CH. 8

<table>
<thead>
<tr>
<th>Standard</th>
<th>Strand: Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1:</td>
<td>Understand how to use maps and other geographic representations, tools, and technology to report information.</td>
</tr>
<tr>
<td>Standard 2:</td>
<td>Understand physical and cultural characteristics of places.</td>
</tr>
<tr>
<td>Standard 4:</td>
<td>Understand the characteristics, distribution, and migration of human populations.</td>
</tr>
<tr>
<td>Standard 6:</td>
<td>Understand how to apply geography to interpret the past and present and plan for the future.</td>
</tr>
</tbody>
</table>

**Standard:**

**Strand: Economics**

Standard 1: Understand the fundamental concepts relevant to the development of a market economy

Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.

**Strand: World History**

Standard 1: Utilize historical inquiry skills and analytical processes.

Standard 3: Recognize significant events, figures, and contributions of classical civilizations

**Strand: Civics**

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

**Benchmarks:**

SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.

SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Examples are Egypt, Rome, Greece, China, Kush.

**Est. Timeframe:** 2.5 Weeks

**Suggested Academic Vocabulary:**

Style  
Reveal  
Investigate  
Voluntarily  
Pursue

**Suggested Key Terms:**

Ritual  
Fable  
Drama  
Rhetoric  
Socratic Method  
Epicureanism  
Stoicism

**Additional Resources:**

**History Alive Ancient World:**

Chapter 27 – Life on Two City-States: Athens and Sparta

Chapter 28 – Fighting the Persian Wars

Chapter 29 – The Golden Age of Athens

Chapter 30 – Alexander the Great and His Empire

Chapter 31 – The Legacy of Ancient Greece

**Online Resources**
SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Examples are Phoenicia on Greece and Greece on Rome.

SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.

SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.W.1.3 Interpret primary and secondary sources. Examples are artifacts, images, auditory sources, written sources.

SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.

SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization. Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare

SS.6.W.3.6 Determine the impact of key figures from ancient Greece. Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides

SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism, Ptolemy I.

SS.6.C.1.1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy. Examples are polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law.

SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.

State/Federal Required Instruction:

General Information on Greece:
http://greece.mrdonn.org/
http://www.historyforkids.org/learn/greeks/
http://www.woodlands-junior.kent.sch.uk/homework/greece.html
http://www.socialstudiesforkids.com/subjects/ancientgreece.htm

Important Figures in Ancient Greece:
http://www.ancientgreece.com/s/People/Main_Page/
http://www.woodlands-junior.kent.sch.uk/homework/greece/famous.htm
| **Unit/Topic:** Ancient Rome | 3rd 9 Weeks  
Common Resource: Textbook CH. 11 and Ch.2 Lesson 3 |
|----------------------------|--------------------------------------------------------|
| **Standard:**              | Est. Timeframe: 2 Weeks  
**Strand: Geography** | **Suggested Academic Vocabulary:** |
|                            | Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.  
**Strand: Economics** | Devote  
Legislature  
Innovation  
Civil  
Successor |
| Standard 2: Understand physical and cultural characteristics of places.  
**Strand: World History** | **Suggested Key Terms:** |
| Standard 5: Understand how human actions can impact the environment.  
**Strand: Civics** | Republic  
Patricians  
Plebians  
Tribune |
|                            | Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).  
**Strand: World History** |
|                            | Standard 3: Recognize significant events, figures, and contributions of classical civilizations  
**Strand: Civics** |
|                            | Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.  
**Strand: World History** |
| **Benchmarks:**            | **Suggested Resources:** |
| SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.  
**History Alive Ancient World:** | Chapter 32 – Geography and the Early Development of Rome  
Chapter 33 – The Rise of the Roman Republic |
| SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.  
Online Resources | Rome:  
http://www.rome.mrdonn.org/  
http://www.historyforkids.org/learn/romans/  
http://www.socialstudiesforkids.com/subjects/ancientrome.htm |
| SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires. | **Online Resources** |
| SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Examples are Phoenicia on Greece and Greece on Rome. | Rome:  
http://www.rome.mrdonn.org/  
http://www.historyforkids.org/learn/romans/  
http://www.socialstudiesforkids.com/subjects/ancientrome.htm |
SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.

SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.

SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.

SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt. Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun.

SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).

SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.

SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome. Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.

SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.

http://www.bbc.co.uk/schools/primaryhistory/romans/
http://library.thinkquest.org/26602/landmarks.htm

For important figures in ancient Rome:

http://www.roman-empire.net/children/famous.html
| SS.6.W.3.10 | Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |
| SS.6.W.3.11 | Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one. |
| SS.6.W.3.12 | Explain the causes for the growth and longevity of the Roman Empire. Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks. |
| SS.6.C.1.2 | Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty). |

**State/Federal Required Instruction:**
FS 1003.42 (h): The History of African Americans (Black History Month)
| Unit/Topic: Roman Civilizations | 3rd 9 Weeks  
Common Resource: Textbook CH.12 |

| Standard:  
Strand: Geography  
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.  
Standard 2: Understand physical and cultural characteristics of places.  
Standard 4: Understand the characteristics, distribution, and migration of human populations.  
Strand: Economics  
Standard 1: Understand the fundamental concepts relevant to the development of a market economy  
Strand: World History  
Standard 1: Utilize historical inquiry skills and analytical processes.  
Standard 3: Recognize significant events, figures, and contributions of classical civilizations  
Strand: Civics  
Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. |

| Est. Timeframe: 2.5 Weeks |

| Suggested Academic Vocabulary:  
Administer  
Philosophy  
Reinforce  
Expand |

| Suggested Key Terms:  
Satire  
Ode  
Reforms |

| Benchmarks:  
SS.6.G.1.4 Utilize tools geographers use to study the world.  
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.  
SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.  
SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Examples are Phoenicia on Greece and Greece on Rome.  
SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). |

| Additional Resources:  
History Alive Ancient World:  
Chapter 34 – From Republic to Empire  
Chapter 35 – Daily Life in the Roman Empire  
Chapter 37 – The Legacy of Rome in the Modern World  
Online Resources:  
Rome:  
http://www.rome.mrdonn.org/  
http://www.historyforkids.org/learn/romans/  
http://www.socialstudiesforkids.com/subjects/ancientrome.htm  
http://www.bbc.co.uk/schools/primaryhistory/romans/  
http://library.thinkquest.org/26602/landmarks.htm |
SS.6.W.1.3 Interpret primary and secondary sources. Examples are artifacts, images, auditory sources, written sources.

SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome. Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.

SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire. Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.

SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization. Examples are art and architecture, engineering, law, literature, technology.

SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.


SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization. Examples are education, law, medicine, religion, science.

SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).

State/Federal Required Instruction:

For important figures in ancient Rome:
http://www.roman-empire.net/children/famous.html
| Unit/Topic: The Rise of Christianity | 3rd 9 Weeks  
Common Resource: Textbook CH. 13 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Est. Timeframe:</strong> 1 Week</td>
</tr>
<tr>
<td><strong>Strand: Geography</strong></td>
<td><strong>Suggested Academic Vocabulary:</strong></td>
</tr>
</tbody>
</table>
| Standard 4: Understand the characteristics, distribution, and migration of human populations. | Create  
Interpret |
| **Strand: World History**          | **Suggested Key Terms:**         |
| Standard 3: Recognize significant events, figures, and contributions of classical civilizations | Parable  
Martyr  
Hierarchy |
| **Benchmarks:**                    | **Additional Resources:**        |
| SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world. Examples are Buddhism, Christianity, Judaism. | **History Alive Ancient World:** |
| SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome. Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun. | Chapter 36 – The Origins and Spread of Christianity  
**Online Resources** |
| SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Examples are Christian monotheism, Jesus as the son of God, Peter, Paul. | General Information on Rise of Christianity:  
http://www.woodlands-junior.kent.sch.uk/homework/religion/christian.htm  
http://www.historyforkids.org/learn/religion/christians/christianity.htm  
http://atschool.eduweb.co.uk/carolrb/christianity/ |
<p>| SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia. | |</p>
<table>
<thead>
<tr>
<th>Unit/Topic: Ancient India</th>
<th>4th 9 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Common Resource: Textbook CH.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard: Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Geography</td>
</tr>
<tr>
<td>Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.</td>
</tr>
<tr>
<td>Standard 2: Understand physical and cultural characteristics of places.</td>
</tr>
<tr>
<td>Standard 4: Understand the characteristics, distribution, and migration of human populations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard: Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Economics</td>
</tr>
<tr>
<td>Standard 1: Understand the fundamental concepts relevant to the development of a market economy</td>
</tr>
<tr>
<td>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard: World History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> World History</td>
</tr>
<tr>
<td>Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</td>
</tr>
<tr>
<td>Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmarks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
</tr>
<tr>
<td>SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
</tr>
<tr>
<td>SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Academic Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reside</td>
</tr>
<tr>
<td>Migrate</td>
</tr>
<tr>
<td>Status</td>
</tr>
<tr>
<td>Eventual</td>
</tr>
<tr>
<td>Structure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Key Terms:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanskrit</td>
</tr>
<tr>
<td>Caste</td>
</tr>
<tr>
<td>Hinduism</td>
</tr>
<tr>
<td>Reincarnation</td>
</tr>
<tr>
<td>Karma</td>
</tr>
<tr>
<td>Dharma</td>
</tr>
<tr>
<td>Buddhism</td>
</tr>
</tbody>
</table>

| Est. Timeframe: 2 Weeks |

<table>
<thead>
<tr>
<th>Additional Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History Alive Ancient World:</strong></td>
</tr>
<tr>
<td>Chapter 13 – Geography and the Early Settlement of India</td>
</tr>
<tr>
<td>Chapter 14 – Unlocking the Secrets of Mohenjo-Daro</td>
</tr>
<tr>
<td>Chapter 15 – Learning about Hindu Beliefs</td>
</tr>
<tr>
<td>Chapter 16 – The Story of Buddhism</td>
</tr>
<tr>
<td>Chapter 17 – Buddhism and the First Unification of India</td>
</tr>
</tbody>
</table>
SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Examples are Phoenicia on Greece and Greece on Rome.

SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results. Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe.

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.

SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations. Examples are Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.

SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.

SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires.

SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. Examples are The Four Noble Truths, Three Qualities, Eightfold Path.

SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization. Examples

Chapter 18 – The Achievements of the Gupta Empire

Online Resources:

Indus Valley Web Quest:
http://www.bbc.co.uk/schools/indusvalley/

Daily Life in Ancient India:
http://ancienthistory.mrdonn.org/Indialife.html

Land of the Tiger:
http://www.pbs.org/wnet/nature/india/index.html

Harappa:
http://www.harappa.com/welcome.html

The Ramayana:
http://www.maxwell.syr.edu/moynihan/sac/The_Ramayana/

Buddhist Studies for Primary and Secondary Students:
http://www.buddhanet.net/e-learning/buddhism/index.htm

The Edicts of King Ashoka:
http://www.cs.colostate.edu/%7Emalaiya/ashoka.html

General Information on Ancient India:
http://www.historyforkids.org/learn/india/
http://www.socialstudiesforkids.com/subjects/ancientindia.htm

General Information on Hinduism:
http://www.woodlands-junior.kent.sch.uk/homework/religion/hinduism.htm
http://www.historyforkids.org/learn/india/religion/hinduism.htm
http://www.uri.org/kids/world_hind.htm
http://hinduismfacts.org/
are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero.

State/Federal Required Instruction:
<table>
<thead>
<tr>
<th>Unit/Topic: Ancient China</th>
<th>Unit/Topic: Ancient China</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th 9 Weeks</td>
<td>Est. Timeframe: 2 Weeks</td>
</tr>
<tr>
<td>Common Resource: Textbook CH. 10</td>
<td></td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td><strong>Suggested Academic Vocabulary:</strong></td>
</tr>
<tr>
<td><strong>Strand: Geography</strong></td>
<td>Philosophy</td>
</tr>
<tr>
<td>Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.</td>
<td>Social Class</td>
</tr>
<tr>
<td>Standard 2: Understand physical and cultural characteristics of places.</td>
<td>Unify</td>
</tr>
<tr>
<td>Standard 4: Understand the characteristics, distribution, and migration of human populations.</td>
<td>Generation</td>
</tr>
<tr>
<td>Standard 5: Understand how human actions can impact the environment.</td>
<td></td>
</tr>
<tr>
<td><strong>Strand: Economics</strong></td>
<td><strong>Suggested Key Terms:</strong></td>
</tr>
<tr>
<td>Standard 1: Understand the fundamental concepts relevant to the development of a market economy</td>
<td>Warlord</td>
</tr>
<tr>
<td>Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</td>
<td>Aristocrat</td>
</tr>
<tr>
<td><strong>Strand: World History</strong></td>
<td>Ideograph</td>
</tr>
<tr>
<td>Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).</td>
<td>Bureaucracy</td>
</tr>
<tr>
<td>Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</td>
<td>Confucianism</td>
</tr>
<tr>
<td><strong>Benchmarks:</strong></td>
<td>Daoism</td>
</tr>
<tr>
<td>SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Examples are major rivers, seas, oceans.</td>
<td>legalism</td>
</tr>
<tr>
<td>SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</td>
<td></td>
</tr>
<tr>
<td>SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Resources:</strong></td>
<td><strong>Online Resources:</strong></td>
</tr>
<tr>
<td>History Alive Ancient World:</td>
<td>Internet East Asian History Sourcebook</td>
</tr>
<tr>
<td>Chapter 19 – Geography and the Early Settlement of China</td>
<td>Fordham University – Primary Sources related to the</td>
</tr>
</tbody>
</table>
SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.

SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.

SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Examples are Egypt, Rome, Greece, China, Kush.

SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Examples are China limits and Greece invites.

SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.

SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world. Examples are Buddhism, Christianity, Judaism

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.

SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations. Examples are Nile, Tigris-Euphrates, Indus, Huang He.

SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.

SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

SS.6.W.4.8 Describe the contributions of classical and post classical China. Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.

**State/Federal Required Instruction:**
| Unit/Topic: Imperial China | 4th 9 Weeks  
Common Resource: Textbook CH. 15 |
|---------------------------|--------------------------|
| **Standard:**  
**Strand: Geography**  
Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.  
Standard 2: Understand physical and cultural characteristics of places.  
Standard 5: Understand how human actions can impact the environment.  
**Strand: Economics**  
Standard 3: Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.  
**Strand: World History**  
Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations (China, India). |
| Est. Timeframe: 2 Weeks  
**Suggested Academic Vocabulary:**  
Principles  
Regime  
**Suggested Key Terms:**  
Neo-Confucianism  
Calligraphy  
Terror |
| **Benchmarks:**  
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.  
SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Examples are China limits and Greece invites.  
SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Examples are Phoenicia on Greece and Greece on Rome.  
SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.  
SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. |
| **Additional Resources:**  
**History Alive Ancient World:**  
Chapter 22 – The First Emperor of China  
Chapter 23 – The Han Dynasty  
Chapter 24 – The Silk Road  
**Online Resources:**  
History Teacher Chinese Dynasties (“Vogue by Madonna)  
http://www.youtube.com/watch?v=NIc4zom3w0g  
Asia Society for Kids:  
http://kids.asiasociety.org/  
Chinese Dynasty Timelines:  
http://www.ancientchina.co.uk/time/explore/exp_set.html  
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS.6.E.3.2</td>
<td>Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</td>
</tr>
<tr>
<td>SS.6.E.3.4</td>
<td>Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</td>
</tr>
<tr>
<td>SS.6.W.4.7</td>
<td>Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.</td>
</tr>
<tr>
<td>SS.6.W.4.8</td>
<td>Describe the contributions of classical and post classical China. Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, The Analects.</td>
</tr>
<tr>
<td>SS.6.W.4.9</td>
<td>Identify key figures from classical and post classical China. Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho.</td>
</tr>
<tr>
<td>SS.6.W.4.11</td>
<td>Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</td>
</tr>
<tr>
<td>SS.6.W.4.12</td>
<td>Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</td>
</tr>
</tbody>
</table>

**State/Federal Required Instruction:**

Daily Life in Ancient China:
- [http://ancienthistory.mrdonn.org/Chinalife.html](http://ancienthistory.mrdonn.org/Chinalife.html)

General Information on Ancient China:
- [http://www.historyforkids.org/learn/china/](http://www.historyforkids.org/learn/china/)
- [http://www.historyforkids.org/learn/china/religion/index.htm](http://www.historyforkids.org/learn/china/religion/index.htm)
### Unit/Topic: The Americas

#### Standard:

**Strand: Geography**

- **Standard 1:** Understand how to use maps and other geographic representations, tools, and technology to report information.
- **Standard 2:** Understand physical and cultural characteristics of places.
- **Standard 3:** Understand the relationships between the Earth’s ecosystems and the populations that dwell within them.
- **Standard 4:** Understand the characteristics, distribution, and migration of human populations.
- **Standard 5:** Understand how human actions can impact the environment.

**Strand: Economics**

- **Standard 1:** Understand the fundamental concepts relevant to the development of a market economy
- **Standard 2:** Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

**Strand: World History**

- **Standard 2:** Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

#### Benchmarks:

- **SS.6.G.1.6** Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Examples are major rivers, seas, oceans.
- **SS.6.G.2.1** Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.
- **SS.6.G.2.2** Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Examples are city-states, provinces, kingdoms, empires.
- **SS.6.G.2.6** Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.

#### Est. Timeframe: 1 Week

#### Suggested Academic Vocabulary:

- Volume
- Achieve
- Predict
- Temporary

#### Suggested Key Terms:

- Sinkhole
- Hogan

#### Additional Resources:

**Online Resources:**

- General Information on the Americas:
  - [http://www.socialstudiesforkids.com/subjects/ancientamerica.htm](http://www.socialstudiesforkids.com/subjects/ancientamerica.htm)
SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Examples are terracing, seasonal crop rotations, resource development.

SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results. Examples are prehistoric Asians to the Americas.

SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.

SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.

SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).

SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.

SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.

SS.6.W.2.3 Identify the characteristics of civilization. Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes.

SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Examples are Olmec, Zapotec, Chavin.

**State/Federal Required Instruction:**
Appendix A

Required Instruction State/Federal Mandates
## Appendix A

### Required Instruction (State & Federal Mandates)

<table>
<thead>
<tr>
<th>Required Instruction</th>
<th>Description</th>
<th>Textbook Chapter/Resources</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003.42 (a)</td>
<td>History/Content of Declaration of Independence (Celebrate Freedom Week)</td>
<td>School based activities</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks</td>
</tr>
<tr>
<td>1003.42 (b)</td>
<td>Constitution of the United States (Constitution Day)</td>
<td>School-based activities</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks (September 17)</td>
</tr>
<tr>
<td>1003.42 (c)</td>
<td>Federalism (Celebrate Freedom Week)</td>
<td>School based activities</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks</td>
</tr>
<tr>
<td>1003.42 (d)</td>
<td>Flag Education (Celebrate Week or Veteran’s Day)</td>
<td>Chapter 2, lesson 3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks (September or November)</td>
</tr>
<tr>
<td>1003.42 (e)</td>
<td>Elements of civil government (Citizenship) (Celebrate Freedom Week)</td>
<td>Chapter 2, lesson 3</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks (September)</td>
</tr>
<tr>
<td>1003.42 (h)</td>
<td>The History of African Americans (Black History Month)</td>
<td>School based activities</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Nine weeks</td>
</tr>
<tr>
<td>1003.42 (I)</td>
<td>Principles of Agriculture</td>
<td>Chapter 3, lesson 2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks</td>
</tr>
<tr>
<td>1003.42 (k)</td>
<td>Kindness to Animals</td>
<td>Class based activities along with community service projects</td>
<td>No specific time frame</td>
</tr>
<tr>
<td>1003.42 (r)</td>
<td>Free enterprise and the United States Economy</td>
<td>Chapter 2, lesson 2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks</td>
</tr>
<tr>
<td>1003.42 (t)</td>
<td>Veteran’s Day</td>
<td>School based activities</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Nine Weeks</td>
</tr>
<tr>
<td>1003.421 (1) (2) (3) (4)</td>
<td>Recitation of the Declaration of Independence (Celebrate Freedom Week)</td>
<td>School based activities</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; Nine Weeks (September)</td>
</tr>
</tbody>
</table>
Appendix A
Florida Statue: 1003.42 Required Instruction
*Suggested activities for required instruction*

<table>
<thead>
<tr>
<th>Practicing Citizenship</th>
<th>1st Nine Weeks</th>
<th>McGraw-Hill Resources:</th>
<th>Academic Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003.42 (a), (b), (c), (d), (e) (t)</td>
<td>Ch 2, Lesson 3 2 days</td>
<td>Chapter Activities:</td>
<td>seek, jury, issue</td>
</tr>
<tr>
<td>1003.421 (1), (2), (3), (4)</td>
<td></td>
<td>Lecture slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive Whiteboard activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slide Show (with guiding questions)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video (Compare and Contrast)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assess: Page 50 (student edition) Short and long response</td>
<td></td>
</tr>
<tr>
<td>Exploring Economics</td>
<td>1st Nine Weeks</td>
<td>McGraw-Hill Resources:</td>
<td>Academic Vocabulary:</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1003.42 (R)</td>
<td>Ch 2, Lesson 2 2 days</td>
<td>Chapter Activities</td>
<td>Resource, labor, technology, individual, expert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graph</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture Slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive Worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflections Student Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assess: Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activities #2 “Analyzing Information”</td>
<td></td>
</tr>
<tr>
<td>Principles of Agriculture</td>
<td>1st Nine Weeks</td>
<td>McGraw-Hill Resources:</td>
<td>Academic Vocabulary:</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>1003.42 (I)</td>
<td>Ch 3, Lesson 2 2 days</td>
<td>Chapter Activities</td>
<td>Economy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interactive white board (making connections)</td>
<td>locate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture Slide</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compare and Contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reflections Student Book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content Vocabulary:
- representative government, federal system, separation of powers, checks and balances
- Capital, entrepreneurship, supply, demand, scarcity, opportunity cost, traditional economy, command economy, recession, inflation, export, import, barter globalization
- Domesticate
- Specialization
- Monarchy
- Shrine
- Bronze Age
- Neolithic Age
Appendix B

Primary Source Analysis Tools
## PRIMARY SOURCE ANALYSIS TOOL - Photos & Prints

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see? What do you notice first? What people and objects are shown? What is the physical setting? Do you notice any words? What other details do you notice?</td>
<td>Why do you think this was made? What’s happening in the image? When do you think it was made? Who do you think was the audience for this image? What tools were used to create this? What’s missing from this image?</td>
<td>What do wonder about? (Who? What? When? Where? Why? How?)</td>
</tr>
</tbody>
</table>

| I see…. | I think…. | I wonder….. |

**Further Investigation:** What more do you want to know? How can you find out?
# PRIMARY SOURCE ANALYSIS TOOL - Political Cartoons

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you see? What do you notice first? What people and objects are shown? What, if any, words do you see? What do you see that looks different that it would in a photograph? What do you see that might refer to another work of art or literature? What do you see that might be a symbol? What other details can you see?</td>
<td>What’s happening in the cartoon? What was happening when this cartoon was made? Who do you think was the audience for this cartoon? What issue do you think this cartoon is about? What issue do you think this cartoon is about?</td>
<td>What do wonder about? (Who? What? When? Where? Why? How?)</td>
</tr>
<tr>
<td>I see....</td>
<td>I think....</td>
<td>I wonder.....</td>
</tr>
</tbody>
</table>

**Further Investigation:** What more do you want to know? How can you find out?
# PRIMARY SOURCE ANALYSIS TOOL - Music & Song Sheets

<table>
<thead>
<tr>
<th>Observe</th>
<th>Reflect</th>
<th>Question:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you see on the cover... What kind of design or image is printed on the document? Does anything on the page look strange or unfamiliar? What names or places appear in the Lyrics? Do you see anything on the page besides writing? If you know the melody, sing or hum it.</td>
<td>What was the purpose of this piece of music? Who do you think composed it? Who do you think was intended to sing or play it? What does the cover tell you about the music? If it doesn’t have lyrics, what instruments were intended to play it? If you know the melody, how does it add to your understanding? If someone created this today, what would be different?</td>
<td>What do wonder about?</td>
</tr>
</tbody>
</table>

I see....

I think.....

I wonder.....

**Further Investigation:** What more do you want to know? How can you find out?
Appendix C

Social Studies Skills
Appendix C

Social Studies Skills
Appendix C Social Studies Skills

Information Gathering, Processing, and Reporting are to be incorporated in each social studies course. Government and Civics, Geography, History, Economics, and the Behavioral Sciences are to be incorporated in each course as appropriate.

### Information Gathering

- Use textbook features fully.
- Evaluate and choose appropriate sources of information.
- Differentiate between and use primary and secondary sources.
- Evaluate the validity of a source based on language, corroboration with other sources, and information about the author.
- Use a problem solving and/or decision-making process (identify problem, gather information, consider options, choose a solution, and evaluate the solution)
- Use case studies to identify problems and issues and apply social studies knowledge and skills to answer real world problems.
- Use current and emerging technologies.

### Information Processing

- Formulate questions using Webb’s Depth of Knowledge protocol.
- Interpret what is read by drawing inferences.
- Identify cause and effect, fact and opinion, and bias.
- Sequence according to both chronology and importance.
- Explain and apply different methods that social scientists use to interpret information, including the use of primary and secondary sources, points of view, frames of reference, and historical content.
- Recognize when more than one interpretation of factual material is valid.
- Reinterpret events in terms of what might have happened, and show the likely effects on subsequent events.
- Analyze information by sequencing, categorizing, identifying cause and effect, comparing, contrasting, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- Identify points of view from different social studies perspectives.
- Interpret and synthesize information obtained from a variety of sources—graphs, charts, tables, diagrams, texts, photographs, documents, and interviews.
- Form opinions based on critical examination of relevant information.
- Group data in categories and create charts, graphs, tables, diagrams, and illustrations.
- Communicate orally and in writing.
- Use appropriate mathematical skills to report and interpret social studies information.
- Support a point of view on a social studies topic.
- Use social studies terminology correctly.
- Use standard grammar, spelling, sentence structure, and punctuation.
- Create written, oral, and visual presentations of social studies information.

### Government and Civics

- Explain how a common and shared American civic culture is based on commitment to central ideas in founding-era documents.
- Identify the characteristics needed for effective participation in civic and political life.
- Explain how participation in civic and political life is the responsibility of all Americans.
- Recommend ways that citizens can use civic efficacy to make a difference.
- Apply the concept of the rule of law to contemporary issues.
- Analyze how individual responsibility and commitment to law are related to the stability of American society.
- Analyze events and ideas that have led to and sustained the constitutional government of the United States.
- Analyze how public opinion is measured and used.
- Understand the importance of voluntarism and philanthropy in American society.
- Compare the American system of representative government with systems in other democracies and non-democracies.
- Explain the federal, state and local legislative process and the role of political parties, lobbyists, advocacy groups, and the media.
- Identify federal, state, and local governmental officials.
- Understand the local, state, national, and global implications of civic decisions.
- Analyze and synthesize government and civics information presented in Document Based Question (DBQ) format.

### Information Reporting

- Prepare summaries, outlines, timelines, reports, and research papers.
Geography

- Apply geographic models, generalizations, and theories to the analysis, interpretation, and presentation of geographic information.
- Prepare various forms of maps, charts, graphs, tables, and diagrams as a means of organizing and displaying geographic information.
- Use the parts of a map.
- Express location in absolute and relative terms.
- Interpret information obtained from maps, aerial photographs, satellite produced images, and geographic information systems.
- Use statistics and other quantitative techniques to evaluate geographic information.
- Apply the six essential elements of geography to ask and answer geographic questions.
- Use maps of physical and human characteristics to answer complex geographical questions.
- Use geographic tools and technologies (GIS, GPS, satellite photographs) to pose and answer questions about spatial distributions and patterns.
- Evaluate how human interaction with the physical environment (both natural and built) shapes the features of places and regions.
- Explain the concept of cultural convergence.
- Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity.
- Analyze and synthesize geographic information presented in Document Based Question (DBQ) format.

Economics

- Explain and interpret economic indicators.
- Use economic indicators to analyze the aggregate economic behavior of the US economy.
- Analyze government spending trends.
- Explain the impact of changing exchange rates.
- Analyze labor and environmental issues.
- Analyze the importance of economic issues to politics.
- Evaluate the economic impact in various countries of major international institutions.
- Explain the need for personal financial responsibility.
- Analyze and synthesize economics information presented in Document Based Question (DBQ) format.

The Behavioral Sciences

- Design and conduct surveys and questionnaires and analyze the reported results.
- Use research methods to acquire and present statistical data.
- Identify different approaches to solving the same behavioral sciences problem.
- Apply research skills and thinking to behavioral science problems.
- Gather and organize information from various sources for analysis.
- Evaluate the merits and limitations of competing explanations and theories.
- Interpret different types of evidence (quantitative or qualitative).
- Develop precise analytical skills.
- Analyze the root causes of behavioral science problems and postulate solutions.
- Analyze and synthesize behavioral science information presented in Document Based Question (DBQ) format.

History

- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Examine source data within the historical and social context in which it was created, testing credibility and evaluating bias.
- Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, an absence of bias.
- Interpret social and political messages of cartoons.
- Analyze how historical events shape the modern world.
- Evaluate current issues, events, or themes and trace their evolution through historical periods.
- Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
- Evaluate the consequences of past events and decisions.
- Distinguish valid arguments from fallacious arguments in historical interpretations.
- Analyze and synthesize historic information presented in Document Based Question (DBQ) format.
Appendix D

Webb’s Depth of Knowledge
### Webb's Depth of Knowledge

**Discussion and test questions should be at Levels 2 and 3**

**Level 1—Recall (one-step process)**
Questions at this level are the least effective for developing understanding. This level of question should be used sparingly. This category requires students to recall, observe, question, or represent basic facts. For a Level 1 item, the student would be expected to demonstrate simple skills or abilities. A Level 1 item requires only a basic understanding of text—often verbatim recall from text or simple understanding of a single word or phrase. Skills required to respond correctly to Level 1 items include
- identifying the correct meanings of grade-appropriate words;
- locating details in a text;
- locating details on a graph, chart, or diagram;
- or, recognizing the correct order of events in a text.

**Level 2—Basic Application of Skill/Concept (two-step process)**
Items may require a two-step process: first, comprehension, and then subsequent processing of text. Students are expected to make simple inferences within the text and may encounter items that include words such as summarize, infer, classify, gather, organize, compare, and display. Depending on the objective of a particular moderate level item, students may also be required to explain, describe, or interpret. Skills required to respond correctly to Level 2 items include
- using context clues to identify the meanings of unfamiliar words;
- determining how details support the main idea;
- interpreting the information in graphs, charts, and diagrams;
- identifying cause-and-effect relationships;
- determining an author’s main purpose or point of view;
- identifying similarities and differences;
- demonstrating an understanding of plot development;
- recognizing elements of plot;
- recognizing patterns of organization;
- summarizing the major points of a text; or,
- comparing word meanings.

**Level 3— Strategic Thinking (multiple-step process)**
Level 3 items make heavy demands on student thinking. Students may be encouraged to explain, generalize, or make multiple connections. Level 3 items require several steps involving abstract reasoning and planning. Students must be able to support their thinking. Items may involve identifying theme and implicit main idea and making complex inferences within or across text. Students may also be asked to take information from at least one portion of the text and apply this information to a new task. They may be asked to perform complex analyses of the connections among texts. Skills required to respond correctly to Level 3 items include
- showing how graphs, charts, and diagrams contribute to a text;
- determining an author’s purpose and/or point of view and describing how it affects the text;
- evaluating strong vs. weak arguments in a text;
- analyzing similarities and differences;
- describing and analyzing the characteristics of various types of literature;
- describing and illustrating how common themes are found across texts;
- or, analyzing cause-and-effect relationships.
### Webb’s Depth of Knowledge

This Level is used for extended writing assignments (essays)

**Level 4—Extended Thinking (Essay Writing)**

This category makes heavy demands on students thinking. Students may be encouraged to explain, generalize, or make multiple connections. Items of high complexity often involve abstract reasoning and planning. These items require students to consider the elements of focus, organization, support, and conventions to demonstrate understanding of the writing situation—including the intended audience, occasion, or purpose—as a prerequisite to recognizing and producing effective writing. Inherent in such items is the expectation that students demonstrate knowledge of writing that is insightful and involved with the subject. Items at this level often ask students to apply skills to accomplish a new task. These items require students to support their thinking as they engage in developing compositions. Such writing tasks call for a mature command of language and complex sentence structures, showing synthesis and analysis. The tasks also necessitate the integration and evaluation of appropriate compositional elements.

Items may involve analyzing the presentation and maintenance of a central theme, topic, or unifying point and making a complex inference within or across compositions. The question at this level may be an extended activity, with additional time provided for completing it; however, the extended time period is not a distinguishing factor if the work is only repetitive and does not require the application of significant conceptual understanding and higher-order thinking. Some of the skills required for high complexity items include, but are not limited to, the following:

- evaluating the effectiveness of a written response according to audience and purpose;
- developing a composition using the writing process; and
- analyzing and applying complex conventions.
Appendix E

Additional Teaching Resources
Appendix E

Additional Teaching Resources


http://www.historyforkids.org/crafts/china.htm  This website provides lesson plans and ideas for projects related to Ancient China. Strand: World History, Benchmarks SS.6.W.4.8


http://www.besthistorysites.net/index.php  This website is excellent for a large variety of lesson plans and activities for World History in Ancient times. Strand: World History

http://www.getty.edu/education/teachers/classroom_resources/curricula/mythology/lesson_plan_index.html  This website has primary sources that can be used with writing activities such as 6 traits, as well as art related activities. Strand: World History, SS.6.W.1.3, SS.6.W.1.6


http://www.discoveryeducation.com/teachers/free-lesson-plans/reflections-of-ancient-greece.cfm  This is one of many lesson plans about the Ancient world form the discovery education teacher’s site. This lesson may be used in parts or as a whole. Strand: World History


Appendix F

ANCHOR LESSONS
Textbook Familiarization/ Orientation + Scavenger Hunt

Daily Objective: Students will understand and be able to navigate the textbook tools on the McGraw-Hill website.

Learning Goal: Students will understand how to identify natural wonders of the world, describe the Six Essential Elements of Geography, compare maps of the world in ancient times to current political maps, and use timelines to identify chronological order of historical events.

Required Materials:

- Computers/Internet Access
- Paper
- Pencil

Time Frame: Two 50 minute class periods

Standard: Understand how to use maps and other geographic representations, tools, and technology to report information.


Standard: Understand how to apply geography to interpret the past and present and plan for the future.


SS.6.G.6.2 – Compare maps of the world in ancient times with current political maps.

Standard: Utilize historical inquiry skills and analytical processes.

Benchmark: SS.6.W.1.1 – Use timelines to identify chronological order of historical events.
These are generic logins. Use only if your individual login does not work.

Student Login: Username: flnwsms
  Password: sunshine1

Teacher Login: Username: flnwtmt
  Password: sunshine1

When you log in, the page should say Books and Content. Students will click on the World History icon.

**Troubleshooting:** If you are directed to different page, click the ConnectED icon in the upper right hand corner. You should then be directed to the Books and Content screen.**

Instructions: Teacher should demonstrate the following tools to their students through the LCD projector first. Be sure to explain each of the tools and their purpose to the students. After the teacher goes through the website the students will complete a scavenger hunt using online resources.

**Main Screen:**

4 Quadrants:

- Upper Left: Textbook chapter/section (shows where last left off in instruction)
- Lower Left: Resources library (all categories of resources)
- Upper Right: Assignments/Projects (assigned by teacher - may see upcoming due dates)
- Lower Right: Messages (updates/comments by teacher)

**Test Prep:** (FCAT EOC Exam information, Building test taking skills, rubrics)

**Skill Builder:** (21st Century Skills, Geography Skills, Critical Thinking Skills, Research & Writing Skills)

**Upper Task Bar:**

**My Notes:** virtual student notes - when reading may type and print

**Messages:** will link the message screen, same as from lower right quadrant

**Resource Library/Primary Resources:** will link the library/primary resources screen, same as from lower left quadrant

**Atlas:** collection of maps

**Glossary:** list of key terms and definitions; in English and Spanish

**BTW (By The Way):** Current event journals - articles related to social studies content (updated weekly)

**CCR (College & Career Readiness):** further exploration for future success

**Search Bar:** may search by key terms/content through entire website
Seminole County Public Schools
6th Grade M/J World History Instructional Plan Course # 2109010

Main Task Bar:

1st Tab: **MS World History Florida**: will link the textbook chapter/section, same as in the upper left quadrant. May click on chapter to select different chapter/section (screen will open to previous chapter/section-default)

**Chapter Opener**: taking past events content related to today- why it matters...

**Place & Time**: interactive connection with timeline connecting current content to other events taking place in the world

**Lesson**: (students should become familiar with these tools)

  Task Bar within each lesson:

  - Change font (varying size AAA icon)
  - Listen to text (headphones icon)
  - Print section information (printer icon)
  - Highlight segments of text (highlighter/page icon)
  - NGSS Standards lists all of the standards for the current lesson
  - View Vocabulary lists the content and academic vocabulary
  - Reading Strategies including Graphic organizers and reading skills (ex- context clues)

Located below the title of the lesson

  - Essential Question: in blue
  - Guiding Question: Helps to answer Essential Question
  - Progress Check: may type responses and save work to online text, but teacher cannot see the student responses unless the teacher assigns the progress checks

**Resources**:

Smaller icons in between text and lesson resources box are interactive resources for the current lesson

Larger icons on the right in the lesson resources box are interactive resources for the entire lesson.

**Spanish Translation**: Icon in lower left, Pop out in Spanish, will give identical text in Spanish. This is a pop up screen that must be clicked with each new page visited.

**Page Selection**: Scroll through different pages of lesson by page selection at bottom right of screen

**Lesson review**: Need to click the “R” which follows the page selections. Can type and submit responses to teacher if assigned, otherwise saved responses will be saved in online version for student use only.

**Feature**: Some chapters have a primary source activity for students to explore different sources.
Activities & Assessment: Students may use this as a review and study tool. Teachers also have the option to assign this to the students for electronic submission. This is a review of all lessons in the chapter and includes questions centered around:

- **Review of Chapter**
  - Exploring essential Question
  - 21st Century Skills
  - Thinking like a historian
  - Geography activity or skill building
- **Review the Guiding Questions**: Multiple Choice Questions
- **DBQ (Data Based Questions)**
- **Short/Extended Response Questions**

2nd Tab: **Skill Builder**: Real life application activities may used by students for skill building or may be assigned by teacher

3rd Tab: **Assignments/Projects**: will link the assignments/projects screen, same as from the upper right hand quadrant from main screen

4th Tab: **Resources**: will link the resources screen, same as from the lower left hand quadrant from the main screen

5th Tab: **Test Prep**: Helpful testing hints. Rubric choices for teachers.

****Click on the McGraw-Hill Networks Icon at the top left of the page and it will take you to the homepage at any point.****

Scavenger Hunt Questions

1.) What are the 4 Quadrants of the Home Page?
2.) What are the 2 ways to get to the textbook resources?
3.) In Chapter 1, Lesson 1, what is the guiding question?
4.) In Chapter 2, Lesson 1, describe the Six Essential Elements of Geography and how do they help us understand the world and its people?
5.) In Chapter 2, Place and Time, identify a natural wonder on each of the continents except Antarctica?
6.) In Chapter 3, find and define the definition of monarchy.
7.) In Chapter 4, Lesson 1, go to the lesson resource Mesopotamia and find how farmers in dry areas water their fields.
8.) In Chapter 5, Lesson 3, what was the name of the women pharaoh who was one of the few women to rule Egypt?
9.) In Chapter 6, Lesson 4, what is the Spanish name for Guiding Question?
10.) In Chapter 7, Activities and Assessment, which question would cause you to use the graphic organizer on the right?
11.) In Chapter 9, Place and Time, using the timeline which philosophy appeared in India first - Hinduism or Buddhism?
12.) In Chapter 10, Lesson 1, what graphic organizer is used in the Reading Strategies? What is the title of the graphic organizer?
13.) In Chapter 10, Place and Time, how does the area of modern China compare to the land controlled by early Chinese Dynasties?
14.) In Chapter 15’s Feature, “Monkey”, Monkey King stories are _________________.
15.) Locate the textbook resources, list or name one resource you found helpful.
Scavenger Hunt Answer Key

1. Text, Assignments, Resources, Messages
2. lower left Quad, search bar, upper task bar, lesson integration
3. What types of things can history reveal about the past?
5. Answers will vary
6. A type of government led by a king or a queen.
7. irrigation
8. Hatshepsut
9. Pregunta Guia
10. Question #3
11. The Aryans introduced Hinduism around 1500 B.C. which was before Buddha’s birth.
12. Graphic Organizer: Web Diagram  Title: How Life Changed Under Shang Rule
13. Modern China is much larger.
14. allegories
15. answers will vary

RUBRIC

Correct Responses on Scavenger Hunt  Questions _____/ 15

** If a student does not achieve a 12/15, a re-teach of the activity is recommended for the student.**
Standard: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

Benchmark: SS.6.W.2.8 – Determine the impact of key figures from ancient Mesopotamian civilizations.

Learning Goal: Students will understand how Hammurabi’s Code helped to lessen conflict throughout large empires and establish law and order for all people.

1. Introduction Assignment/Preview/Homework: This is leading into a lesson on Hammurabi’s Code. This introduction can be given as a homework in advance to teaching the lesson. Be sure to leave enough think time to produce quality responses.
   - Instructions to the Students: You are chosen to be the leader of a new country. Students should draw a T-Chart and label one side with the heading Laws and the other side with the heading Consequences. Students should create a minimum of 10 laws and 10 corresponding consequences for those who fail to follow the laws. Students should consider the following questions when creating their laws and punishments: What they would want to regulate or what shouldn’t be regulated? Who is going to make sure the laws are followed? What happens if people don’t obey the laws? Remind students that they are creating laws for a country so the laws should be critical in maintaining the law and order within this whole society. They should think of the big picture!


3. Brief Review of Geography of Mesopotamia: Show students a map of Mesopotamia. Discuss geography of Mesopotamia using Ch.4 Place and Time on Pg. 74 and 75. Use Interactive Whiteboard as applicable. Emphasize fact that Mesopotamia is fertile land surrounded by desert so a large population settled in a relatively small area.

4. Introduce the Need for Rules: Why do you think it was necessary for Mesopotamia to have laws to maintain their civilization? (Since their civilization was growing and they needed to have control of their growing population).

5. Small Group Activity: Divide students into small groups and using the laws they created for homework students should collaborate and come up with a group list of a minimum of 10 laws and 10 corresponding consequences. They should think of laws that would help create a civilization without conflict and that will promote unity. Within their small group students will write on poster paper and then display for the class to see. Different cooperative strategies could be implemented to divide students into groups and to assign group tasks.

6. Discussion Questions within small groups: Students should discuss what laws most groups had in common and considered most important. Students should discuss what laws that they created may not have been necessary. Using the laws that each small group has created, each group will analyze the laws that are displayed from all groups, and choose which 3 laws (from all groups) they think are most important and have a group leader place a check mark next to those laws on the poster paper. Wrap-Up by discussing why certain laws were more necessary than others for a civilization to prevent conflict and promote unity.
Anchor Lesson 2nd Quarter

Hammurabi’s Code Ch.4 Lesson 2

Part 2

7. **Bellringer:** Show students the stone slab, or stele, of Hammurabi’s Code on pg. 46 in their workbook. Students should respond to the following questions: What do you see? Why do you think this stele was created and for whom? What does it make you wonder?

8. **Hammurabi’s Code Primary Source on McGraw-Hill Online Resources:** Students will be given 13 laws from Hammurabi’s Code and students should answer the following questions with a individually/partner related to each of the laws: Do these laws seem reasonable? Are all people given the same treatment under these laws? Would these laws apply in our society? *Use teacher discretion in choosing which laws to discuss and spend time on with students* Use Primary Source “The Code of Hammurabi, King of Babylon” to find examples.

9. **Discussion Questions:** Discuss if these laws would work if the country had a population of 30, 300, 3000, 300,000, etc. What if the population was spread out? How would those laws over great distances be upheld? How would Hammurabi have ensured that these laws were followed? How do we ensure laws are followed in our country today? Teacher can organize a cooperative learning strategy to facilitate discussion.

10. **Assessment –Writing Prompt:** Students should respond to one of the following writing prompts:

   a. Why are laws important in the development of a civilization? Should they change over time? Explain why or why not.
   b. How do laws lessen conflict within civilizations? Use evidence from the time of Hammurabi and modern day to support your response.

*Students should use the Marzano Vocabulary learning scale of 1 to 4 to measure their level of understanding of the learning goal.*
Seminole County Public Schools
6th Grade M/J World History Instructional Plan Course # 2109010
Anchor Lesson 2nd Quarter

Hammurabi’s Code Ch.4 Lesson 2

**Rubric**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Group Participation Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exc</td>
<td>Absent.</td>
</tr>
</tbody>
</table>
| 1pt or 100pts | Present, not disruptive.  
|              | Tries to respond but does not offer much.  
|              | Demonstrates very infrequent involvement in discussion.                                   |
| 2pts or 80pts | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
|              | Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).  
|              | Does not offer to contribute to discussion, but contributes to a moderate degree when asked |
| 3pts or 60pts | Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.  
|              | Offers interpretations and analysis of case material (more than just facts) to group.  
|              | Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
|              | Demonstrates sporadic involvement.                                                        |
| 4pts or 40pts | Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).  
|              | Offers analysis, synthesis, and evaluation of case material, e.g., puts together pieces of the discussion to develop new approaches that take the class further.  
|              | Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.  
|              | Demonstrates ongoing very active involvement.                                              |

**Homework**

- 5 pts per law
- 5 pts per consequence

______/ 50
______/ 50
Anchor Lesson 3rd Quarter

Historical Roman Factbook Activity

Standard 3: Recognize significant events, figures, and contributions of classical civilizations.

Benchmark SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome. Include the following significant figures Augustus, Cicero, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun

Learning Goal: Students will understand the impacts of significant figures from ancient Rome.

Objective: Student will be able to research a figure from ancient Rome and create a Factbook style presentation.

Required Materials:
- Computers
- Paper
- Pencil

Time Frame: 4-50 minute class periods

Introduction:

1. Discuss Factbook and explain how it is nothing new. Include in discussion of cave drawings, hieroglyphs, cuneiforms, cartouche and statues (Greek idealized version). See attached powerpoint on social studies blackboard website.

2. Show example Factbook Page
   John F. Kennedy [https://docs.google.com/file/d/0B436UbFrs6nrZTQ4ZjNjMWltMjBkOS00OGRmLWIzYztZWRlZTE1ZjE3Y2Yx/edit?pli=1](https://docs.google.com/file/d/0B436UbFrs6nrZTQ4ZjNjMWltMjBkOS00OGRmLWIzYztZWRlZTE1ZjE3Y2Yx/edit?pli=1)
Historical Roman Factbook Activity

The purpose of the project is to create a Factbook page on a historical Roman figure. You will have ___ days to complete the research and construction of the page. Use this sheet to complete your research before you begin constructing the page and finding pictures. Use the template provided to complete your Factbook. You will need to save your project to your flash drive and/or student number.

Procedures:

Create a Factbook page for a historical figure using the following guidelines:

1.) Name of historical figure at the top of the page

2.) 1 Profile Picture of your historical figure

3.) 5 photos related to the historical figure- these can either be of the person, or related to the person- be prepared to explain your photo

4.) What’s on your mind?
   - Enter a quote from the famous citizen and an explanation for what it means.

5.) Information Corner/Basic Information
   - Occupation:
   - Birth/Death:
   - Political Affiliation:
   - Religion:
   - Hometown:
   - Marriage Status:
   - Children:
   - Clothing
   - Minimum 2 accomplishments (show the impact the figure had on ancient Rome)

6.) The Wall: Status Update
   - Write 6 significant facts on The Wall. These facts need to focus on important events that your historical figure is famous for. Each comment must be about a separate event and include the date. The comment can be from your figure or from someone associated with your figure. (One comment from an ally, one from an enemy, one from a family member, and three from your historical figure.)

7.) Contact Information: (You will need to make this up!)
   - Address:
   - Email address:
Historical Roman Factbook Activity

Factbook Project Share

Option 1

Inside–Outside Circle

Half of the students stand up to form a circle with their back to the inside of the circle. They are partner A.

The other half forms a circle facing a partner from the first circle. These students are partner B.

The teacher stands in the middle of the circle to monitor students and keep time. Each partner will receive 2 minutes to share.

Partner A will speak first, sharing the elements of his or her Historical Figure Factbook. Then partner B shares the elements of his or her Factbook.

Now it is time to move. The Partner A students moves one person to the right. The 2 minute sharing cycle is repeated.

The teacher can complete a formative assessment by listening to the conversations taking place.

Factbook Project Share

Option 2

Inside–Outside Circle

Half of the students form a circle with their desks facing the outside of the circle. They are partner A.

The other half forms a circle with their desks facing a partner from the first circle. These students are partner B.

The teacher stands in the middle of the circle to monitor students and keep time. Each partner will receive 3 minutes – 2 minutes to share, 1 minute for the partner to write.

Partner A will speak first, sharing the elements of his or her Historical Figure Factbook. After, Partner B will write details from the presentation. Then partner B shares the elements of his or her Factbook. After, Partner A will write. (Please see writing template below).

Now it is time to move. The Partner A students moves one person to the right. The 3 minute sharing cycle is repeated.
**Seminole County Public Schools**  
6th Grade M/J World History Instructional Plan Course # 2109010

The students can complete a formative assessment by listening to the conversations taking place.

<table>
<thead>
<tr>
<th>Name of the Historical Figure</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
<tr>
<td>Name one significant impact associated with this figure from ancient Rome.</td>
<td></td>
</tr>
</tbody>
</table>
Seminole County Public Schools
6th Grade M/J World History Instructional Plan Course # 2109010

Name: _______________________________

Historical Figure: _______________________

Historical Figure Rubric

Name of historical figure at the top of the page _____/2
Profile picture _____/2
5 Photos (2 points each) _____/10
What’s on your mind quote _____/6
   Explanation _____/6

Information Corner/ Basic Information
   Occupation _____/4
   Birth/Death _____/4
   Political Affiliation _____/4
   Religion _____/4
   Hometown _____/4
   Marriage Status _____/4
   Children _____/4
   Clothing _____/4
   Minimum of 2 accomplishments _____/4

The Wall (Status Updates)
   Post from ally _____/5
   Post from enemy _____/5
   Post from family member _____/5
   Personal post #1 _____/5
   Personal post #2 _____/5
   Personal post #3 _____/5

Contact Information
   Address _____/4
   Email address _____/4

TOTAL _____/100
Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations.

Benchmark SS.6.W.4.7: Explain the basic teachings of Laozi, Confucius, and Han Fei Zi
- Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society.

Benchmark SS.6.G.4.1: Explain how family and ethnic relationships influenced ancient cultures

Standard 1 Utilize historical inquiry skills and analytical processes


Benchmark SS.6.W.1.6: Describe how history transmits culture and heritage and provides models of human character

Learning Goal: Students will be able to analyze primary sources and create an original writing to show understanding of ancient Chinese philosophy

Required Materials:
- McGraw Hill online Teacher’s Edition
- Li Ching and the Rain Makers fable and discussion questions (handout)
- Chinese Fables Writing Template (handout)
- Confucius Teachings (handout)

Time Frame: 1 class period with additional outside assignment OR assignment can be completed in two class periods.

Prior to instruction: Teach Chapter 10 Lesson 2 – Day 1

INTRODUCTION:
Brief review of content taught in class previous day.

Defining
Show the definition of philosophy from the lecture slide. Explain to students that although the term philosophy means "the study of the basic ideas about society, education, and right and wrong," it can also refer to a system of values by which to live.

Speculating
- Ask: How does philosophy shape the way we live? (Students may say that what people consider to be true and important will determine how they act.)
Ask: Have you ever heard of the golden rule? What is it? *(The golden rule states that you should treat others the way you would want to be treated.)*

Ask: Do you agree with the golden rule? What would a society be like if everyone followed this rule? *(Accept all reasonable responses.)*

Have students provide examples of their philosophy that guides their life, such as the golden rule.

**GUIDING QUESTION:** How did Chinese thinkers influence society and government?

**INSTRUCT:**

- Inform students that we will now be focusing more on how Chinese fables and teachings influenced society by listening to a few Chinese fables and creating one of their own. Philosophers used these fables to help influence society and government. Fables are stories that help people understand and pass on the lessons, morals, and ideas. Fables are memorable because they often use personification, exaggeration, and embellishment to teach a lesson rather than a long lecture to teach a moral concept.

- Read a few of the provided Chinese fables (attached) to introduce the students to fables. Ask the students to determine the moral of each fable. Tell students that Chinese fables either teach a lesson (moral) or explain why things are the way they are.

- Have students read Li Ching and the Rain Makers (primary source reading) and answer the 12 questions that correspond with the fable individually. Teachers may either review as a class, or collect and check the answers themselves.

- Teachers will refer back to the beginning of McGraw Hill Chapter 10 The Story Matters... (student text page 275 and TE page 174) in which it explains the impact of Confucius on Chinese society.

- Inform students they will now be asked to write their own original Chinese fable based on one of Confucius’ teachings. Teacher will provide a list of Confucius teachings for students to choose from (attached).

- Hand out class set of Confucius teachings (if applicable) and writing page for students to use. The rubric is provided for the teachers to use as well.

- Students will be given the remainder of class time to write their fable and the rest will be completed for homework. Students, who finish early, should illustrate their fable.

**Optional Extension Activity**

- **Option 1:** Students will do a Stand up, Hand up, Pair up cooperative learning activity in which they randomly pair up with another student in the class and take turns sharing their Chinese fable with one-another. After three minutes, students will rotate around the room again and pair up with a new partner to share stories. Teachers can do as many rotations as they wish.

- **Option 2:** In groups of 4, students will do a Round Robin activity in which they take turns sharing their Chinese fable with the members of their group. They will then vote on the “best” story from their group which will then be shared with the entire class.
According to Chinese legend, dragon-gods made the sky, the earth, and all the people and animals. The dragon-gods lived in splendid homes beyond the sky, where they were responsible for making rain. In this way, the dragon-gods were supposed to take care of the people on earth, but sometimes they needed help.

One day, a great scholar named Li Ching was hunting in the forest when he spotted a deer. Although he chased it for hours, it escaped him, and he found himself in a strange land. Night was coming, and Li Ching was lost. Through the rising mist he saw lights and followed them to a grand palace. His knock on the door was answered by a beautifully dressed woman. She took pity on Li Ching and said he could spend the night.

Li Ching had only been asleep for a few hours when someone woke him up. “You must help me,” cried the woman. “My sons are the dragon rain makers. Tonight they were supposed to ride through the sky to make rain, but they cannot return from their travels in time to do so. Our masters will be displeased if there is no rain, for there has been a great drought.” She gave Li Ching her sons’ magic horse and a small jar. Li Ching was instructed to put one drop of water from the jar on the horse’s mane at every cloud.

Li Ching mounted the horse, and it leaped into the air. At every cloud the horse stopped, and Li Ching shook one drop of water onto the horse’s mane. The horse tossed its head and the drop fell to the cloud below. All night they rode, stopping at every cloud, and in the morning they returned to the palace.

The mother of the dragon rain makers was waiting for Li Ching at the gate. “Thank you so much for helping,” she said, as she handed him a small silk bag filled with pearls. Then she showed him a path that would lead him back to his village and bid him farewell. As Li Ching looked back, the lady and the palace vanished in the mist.

When Li Ching arrived home, his friends ran to meet him, talking of the great rain that had ended the long drought. Li Ching smiled, but said nothing.
Reading Check Questions

Main Idea
1. This story explains
   _____ how the dragon rain makers could not make rain
   _____ how Li Ching helped make the rain that ended the long drought
   _____ how Li Ching lost his way

Sequencing
2. Number the events below in the order that they happened.
   _____ Li Ching rode the horse all night long making the rain
   _____ His friends ran to meet him and told him about the great rain
   _____ Li Ching went hunting and got lost
   _____ Li Ching was given a bag of pearls for help and shown the way home
   _____ He found a grand palace

Reading for detail
3. Who tells the legend about the dragon gods? ______________________________
4. What did the woman ask Li Ching to do? _________________________________

5. Where was Li Ching instructed to put the drop of water?
   ___________________________________________________________________

6. When did Li Ching return to the palace?
   ___________________________________________________________________

7. Why didn’t the woman’s sons make the rain?
   ___________________________________________________________________

Reading for Understanding: Place the letter in the correct blank.
8. _____ Li Ching    a. made the sky, earth, people, and animals
9. _____ Dragon-gods b. no rainfall for a long time
10. _____ drought    c. a great scholar
11. _____ vanish     d. to disappear

12. Which detail from the story best illustrates the idea that the mother was grateful for Li Ching’s help?
    _____ the mother led Li Ching home
    _____ On his return Li Ching was praised for a job well done.
    _____ Pearls were given to Li Ching
CHINESE FABLES

The following Chinese fables may be used to introduce the concept of fables to the class. These may be used in a variety of ways to fit the needs of your classes.

锦绣中华之一页

The Sky is Falling
(so worried the man from Qi.)

Once there was a man from Qi, who was worried about falling sky and sinking earth.

A friend, worried about his worrying, came to calm him.

He said to the man, "The sky is all air, nothing but air. As you inhale and exhale, and breathe air into the sky all day long, there is no need to worry about falling sky."

The man then asked, "So the sky is just air. Then what about the Sun, the Moon and the stars falling from the sky?"

He replied, "These are only twinkling objects of air. Even if they fall, they won't hurt you."

The man continued, "What about sinking earth?"

He replied, "The earth is made up of solid blocks of earth, which filled up all spaces. There are no empty spaces. If you stamp you feet on the ground all day, the earth will not sink."

Hearing this, the man is very happy. The friend is very happy.

-Lie Zi, Han Dynasty

What is the moral of this story?

The man is worried needlessly. His friend calmed him with faulty explanations. Should you worry?
Old Horse Knows the Way

Guan Zhong accompanied Load Huan of Qi in attacking Guzhu. Spring passed and winter returned, and they became lost on the wrong road. Guan Zhong said: "We can use the wisdom of an old horse. Release the old horses and follow them, and thereby reach the right road."

"Spring and Autumn Annals"
Discourse on "Ling Shang",
Chap. 22 by Han Fei Zi,

What is the moral of this story?
An experienced person is familiar with a particular situation, and therefore is able to judge it accurately.

3 bananas in the Morning and 4 in the Afternoon.

Zhuangzi told this story to his disciples to make a point.

Once a zookeeper said to his monkeys: "You'll get 3 bananas in the Morning and 4 in the afternoon."
All monkeys are upset.
"OK. How about 4 bananas in Morning and 3 in the afternoon?"
Hearing this, the monkeys are content.

One should realize that sometimes a change in phrasing does not represent a real change.

ZhuangZi (369?-286? b.c.)
Rain Ruined the Wall

There was a rich man from Song, whose house wall was ruined by heavy rain.

His son said, "If we don't repair the wall at once, thieves may come at night." And his neighbor's father told him the same thing.

Sure enough, thieves came at night, and he suffered heavy losses.

The rich man thought his son was very smart; but he was suspicious of his neighbor's father.

[HanFei Zi:] Both men said the same thing. Yet he thought well of one and ill of the other person. Knowing the facts is easy. Knowing how to act based on the facts is difficult.

Discourse on "What's Difficult", Chap. 12 by Han Fei Zi,

What is the moral of this story?

***Fables found at

www.chinapage.com/story/story.html***
“Ability will never catch up with the demand for it.”

“Better a diamond with a flaw than a pebble without.”

“Choose a job you love, and you will never have to work a day in your life.”

“Do not impose on others what you yourself do not desire.”

“Everything has beauty, but not everyone sees it.”

“He who learns but does not think, is lost! He who thinks but does not learn is in great danger.”

“I hear and I forget. I see and I remember. I do and I understand.”

“If I am walking with two other men, each of them will serve as my teacher. I will pick out the good points of the one and imitate them, and the bad points of the other and correct them in myself.”

“If you think in terms of a year, plant a seed; if in terms of ten years, plant trees; if in terms of 100 years, teach the people.”

“In a country well governed, poverty is something to be ashamed of. In a country badly governed, wealth is something to be ashamed of.”

“It does not matter how slowly you go as long as you do not stop.”

“It is easy to hate and it is difficult to love. This is how the whole scheme of things works. All good things are difficult to achieve; and bad things are very easy to get.”

“Life is really simple, but we insist on making it complicated.”
“Never contract friendship with a man that is not better than thyself.”

“Only the wisest and stupidest of men never change.”

“Our greatest glory is not in never falling, but in rising every time we fall.”

“Real knowledge is to know the extent of one's ignorance.”

“Silence is a true friend who never betrays.”

“Success depends upon previous preparation, and without such preparation there is sure to be failure.”

“The superior man is modest in his speech, but exceeds in his actions.”

“To be wronged is nothing unless you continue to remember it.”

“To see and listen to the wicked is already the beginning of wickedness.”

“To see the right and not to do it is cowardice.”

“What you do not want done to yourself, do not do to others.”

“When anger rises, think of the consequences.”

“When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”

“Wherever you go, go with all your heart.”

“You cannot open a book without learning something.”
### Characters

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.</td>
<td>The main characters are named and described. Most readers would have some idea of what the characters looked like.</td>
<td>The main characters are named. The reader knows very little about the characters.</td>
<td>It is hard to tell who the main characters are.</td>
</tr>
<tr>
<td>Setting</td>
<td>Many vivid, descriptive words are used to tell when and where the story took place.</td>
<td>The reader can figure out when and where the story took place, but the author didn't supply much detail.</td>
<td>The reader has trouble figuring out when and where the story took place.</td>
<td>The reader has trouble telling when and where the story took place.</td>
</tr>
<tr>
<td>Moral</td>
<td>The moral is clearly stated and relates to a teaching of Confucius.</td>
<td>The moral is easy to understand and is somewhat related to a teaching of Confucius.</td>
<td>The moral and its relationship to the fable is a little hard to understand.</td>
<td>No moral is attempted or it is impossible to understand.</td>
</tr>
<tr>
<td>Spelling and Punctuation</td>
<td>There are no spelling or punctuation errors in the final draft. Character names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling or punctuation error, but the author has really used his imagination.</td>
<td>The story contains a few spelling and punctuation errors, but they distract from the story. The author has tried to use his imagination.</td>
<td>The final draft has more than 3 spelling and punctuation errors. The author does not seem to have used much imagination.</td>
</tr>
<tr>
<td>Creativity</td>
<td>The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
</tbody>
</table>

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>16/16</td>
<td>100 pts</td>
<td></td>
</tr>
<tr>
<td>15/16</td>
<td>94 pts</td>
<td></td>
</tr>
<tr>
<td>14/16</td>
<td>88 pts</td>
<td></td>
</tr>
<tr>
<td>13/16</td>
<td>81 pts</td>
<td></td>
</tr>
<tr>
<td>12/16</td>
<td>75 pts</td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>69 pts</td>
<td></td>
</tr>
<tr>
<td>10/16</td>
<td>63 pts</td>
<td></td>
</tr>
<tr>
<td>9/16</td>
<td>56 pts</td>
<td></td>
</tr>
<tr>
<td>8/16</td>
<td>50 pts</td>
<td></td>
</tr>
<tr>
<td>7/16</td>
<td>44 pts</td>
<td></td>
</tr>
<tr>
<td>6/16</td>
<td>38 pts</td>
<td></td>
</tr>
<tr>
<td>5/16</td>
<td>31 pts</td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>25 pts</td>
<td></td>
</tr>
<tr>
<td>3/16</td>
<td>19 pts</td>
<td></td>
</tr>
<tr>
<td>2/16</td>
<td>13 pts</td>
<td></td>
</tr>
<tr>
<td>1/16</td>
<td>6 pts</td>
<td></td>
</tr>
<tr>
<td>0/16</td>
<td>0 pts</td>
<td></td>
</tr>
</tbody>
</table>

**Seminole County Public Schools**

**6th Grade M/J World History Instructional Plan**

**Course # 2109010**