

Grade 6 Social Studies: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Unit Focus	Standards and Practices
Unit 4: Ancient Israel	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.20, 6.21, 6.22 Week 2: 6.23, 6.24
Unit 5: Ancient India	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient India.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.25, 6.26 Week 2: 6.27, 6.28 Week 3: 6.29, 6.30
Unit 6: Ancient China	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient China.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.31, 6.32, 6.33 Week 2: 6.34, 6.35, 6.36 Week 3: 6.37, 6.38

Grade 6 Social Studies: Quarter 2 Map Instructional Framework

Course Description:

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. *This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.*

Planning and Pacing

The curriculum map outlines the content and pacing for each grade and subject and allows teachers to adequately cover all new material prior to testing. The map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. Teachers are considered on pace if they are within two weeks of the curriculum maps.

Weekly Guidance

Weekly overviews include essential questions, student outcomes, texts, suggested strategies and protocols for classroom use, a weekly assignment written in the form of a TN Ready aligned writing prompt, and the associated standards. All curriculum materials, including the texts and instructions for protocols, can be found in Sharepoint. Texts and are in the “6-8 Supporting Documents and Resources” folder and arranged by grade level, quarter, and unit.

Social Studies Instructional Strategies

Suggested strategies and protocols outlined in the maps can be found in the 6-8 Supporting Documents and Resources folder. There are two ways to access resources. They may be accessed individually in the strategies folder or they may be accessed via clicking on hyperlinks in the strategies overview document.

Unit Assessments

Unit assessments have been provided in Sharepoint and can be used in conjunction with the maps. These assessments are housed in the “6-8 Assessments” folder. They are arranged by quarter and include at least two TN Ready style assessment questions per a standard. Teachers may choose to use these as common formative assessments or break them apart to pull questions for bell work, exit tickets, or mini-quizzes.

Content Connections

The units in this map align with English Language Arts Standards in writing, reading, informational text, speaking and listening.

Unit Overview: Quarter 2 Unit 4 – Ancient Israel

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 4: Ancient Israel	2 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.	TN Social Studies Practices: SSP.01- SSP.06 Week 1: 6.20, 6.21, 6.22 Week 2: 6.23, 6.24	The unit has been structured into two weeks, with the first week covering the geography of Ancient Israel and the early periods of their history. During this week, students will learn the origins and central features of Judaism, the first of the major world religions they will study in middle school. The second week covers the unification of the tribes of Israel, early kings, and a summation of the history of the Israelites after the death of King Solomon. The story of the Israelites will be picked back up again in the unit on Rome when the destruction of Jerusalem by the Romans will be covered with the historical context of the Roman Empire.

Grade 6 Social Studies: Quarter 2 Unit 4 Vocabulary

Tier 2 Vocabulary

Describe, origins, central features, key person(s), sacred texts, basic beliefs, emphasis, founded, capital, summarize

Tier 3 Vocabulary

Dead Sea, Jerusalem, Jordan River, Sinai Peninsula, Israelites, Canaan, Judaism, Abraham, Moses, Tanakh, Hebrew Bible, monotheism, Ten Commandments, Saul, king, Israel, David, Solomon, temple, Kingdom of Israel, Babylonian, Jews, Persian Empire

Sample Lesson: Quarter 2 Unit 4 – Ancient Israel

SS TN Standard(s):	6.20
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	The student can locate and identify the geographic features of Ancient Israel.
Key Academic Vocabulary:	Dead Sea, Jerusalem, Jordan River, Sinai Peninsula
Resources / Materials:	Blank Map of the Middle East , set of index cards for each group (each index card should have ONE geographical feature written in large letters on the blank side of the card, the geographic features should include – Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains, Nile Delta, Nile River, Red Sea, the Sahara, Dead Sea, Jerusalem, Jordan River, and Sinai Peninsula.
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What type of geographic feature or landform did people in Mesopotamia and Egypt both settle near? What advantages did that geographic feature offer to their civilizations? How?
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does geography impact the development of a civilization? Students race to fill in the important geographical features of Egypt and Mesopotamia on the Blank Map of the Middle East. This includes: Black Sea, Euphrates River, Mediterranean Sea, Persian Gulf, Tigris River, Zagros Mountains, Nile Delta, Nile River, Red Sea, and Sahara. This can be done individually, in pairs, small groups, etc.
High-Quality Text(s):	Blank Map of the Middle East
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	Teacher directs students in adding Dead Sea, Jerusalem, Jordan River, and Sinai Peninsula to the map. Students can color or shade the Mesopotamian region green, the Egyptian region yellow, and the Israel region purple and create a map key for these colors on the map. The teacher should define peninsula for students (piece of land surrounded by water on three sides) and have students write the definition on the side of their map.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should be split into small groups. Each group should get a set of index cards, placed with the word facing down. A player will hold up a card and display the geographic location on the card to the rest of the group. The player should not be able to view the card. They must ask yes/no questions to the other students in order to guess the location.

	<p>on the card. I.e. “Am I a river?”, “Am I a river to the east of the Nile River?”, “Is my climate hot and dry?” If a player has not answered their location correctly within five questions, they may be given hints by their group. Students should take turns pulling cards until all cards have been played.</p>
<p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>Exit Ticket – 3-2-1</p> <p>3 – Identify three bodies of water that Israel developed near and describe their location.</p> <p>2 – Explain two reasons why an ancient civilization like Israel would have developed near bodies of water.</p> <p>1 – Write one sentence explaining Israel’s geographic location in relation to the civilizations of Egypt and Mesopotamia.</p>
<p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>N/A</p>
<p>Homework:</p>	<p>N/A</p>

Unit 4: Ancient Israel - Week 1

Essential Question(s)	How does geography impact the development of a civilization? Why do migrations occur? What were the basic beliefs of the early Israelites?
Student Outcomes	<p>Students can locate the geographical features of ancient Israel.</p> <p>Students can summarize and explain the movements of the ancient Israelites from Mesopotamian to Canaan, Canaan to Egypt, and from Egypt back to Canaan.</p> <p>Students can describe the origins and central features of Judaism.</p>
Texts	<p>Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch.8 Lesson 1 and 3</p> <p>Reader: 6.20 Map of Israel 6.21 Excerpt, Israel 6.22 Excerpt, Judaism</p> <p>Maps/Videos/Images: Historical Maps: Israel Through Time Video: DCMP, Time Compass – The Ancient Israelites Pt. 1 Satellite Image of Canaan Image: Torah Scroll</p>
Suggested Classroom Strategies and Protocols	<p>Create a Headline: Migrations of the Israelites from standard 6.21</p> <p>Storyboard: Migrations of the Israelites from standard 6.21</p> <p>Crop It: Maps of Israel, highlight geographical locations in Mesopotamia, Egypt, and Israel</p>
Assessment	Describe the development of the Ancient Israelites, including identifying and explaining the three major movements of their population to and from Canaan. Use complete sentences and evidence to support your answer.
Standards	<p>6.20 Identify and locate geographical features of ancient Israel, including: Dead Sea, Jerusalem, Jordan River, Mediterranean Sea, Red Sea, Sinai Peninsula.</p> <p>6.21 Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.</p> <p>6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses; Sacred Texts: The Tanakh (i.e., Hebrew Bible); Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility.</p>

Unit 4: Ancient Israel - Week 2

Essential Question(s)	How do leaders shape civilizations? How do civilizations survive through adversity?
Student Outcomes	Students can identify the significance of Saul, David, and Solomon as monarchs of Israel. Students can summarize major events that occurred after the death of King Solomon.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 8 Lesson 2 Reader: 6.23 Excerpt, The First Kings 6.24 Map: Period of the Exiles Maps/Videos/Images: Model of the Second Temple Map of the Levant in 830 BCE Solomon's Temple
Suggested Classroom Strategies and Protocols	Storyboard: Period of the three kings and after the death of Solomon Identity Charts: Leaders of Israel (Saul, David, Solomon) Life Road Maps: Ancient Israel
Assessment	Describe three ways that Israel changed after the death of King Solomon. Use complete sentences and evidence to support your answer.
Standards	6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. 6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.

Unit Overview: Quarter 2 Unit 5 – Ancient India

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 5: Ancient India	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient India.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.25, 6.26 Week 2: 6.27, 6.28 Week 3: 6.29, 6.30	This unit has been split into three weeks. The first covers the geography of Ancient India and the establishment of the first settlements in the region and the advancements they presented. The second week examines the predominant culture of Ancient India, with students learning about the social structure and the origins and central features of Hinduism. The third week continues with the examination of another world religion, Buddhism, and the lasting legacies of Ancient Indian civilizations on scientific and intellectual traditions.

Grade 6 Social Studies: Quarter 2 Unit 5 Vocabulary

Tier 2 Vocabulary

Intellectual, emerged, techniques

Tier 3 Vocabulary

Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, subcontinent of India, India, Harappan civilization, Indus River Valley, agricultural civilization, architecture, grid-systems, sanitation, sewer systems, social structure, caste system, Hinduism, Arayan traditions, Vedas, dharma, karma, reincarnation, moksha, Buddhism, Siddhartha Gautama, Buddha, Tripitaka, Four Noble Truths, Eightfold Path, Nirvana, traditions, Hindu-Arabic numerals

Sample Lesson: Quarter 2 Unit 5 – Ancient India

SS TN Standard(s):	6.27
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can describe the social class hierarchy of ancient India and the relationships between the different social classes.
Key Academic Vocabulary:	Caste system
Resources / Materials:	Copies of 6.27 Indian Caste System
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Draw a pyramid of the social class hierarchy for Ancient Egypt and describe how the social classes of Ancient Egypt organized.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How do societies organize themselves?
High-Quality Text(s):	6.27 Indian Caste System
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	<p>Teacher should lead a close read of the first paragraph of the text before it gets into the definitions of each social class level. Students should annotate VARNA as an important word and note that this means the social class rank. The second section in the second sentence, from ‘specific’ to ‘citizen’ should be underlined as an important concept for understanding the roles of the social class varnas.</p> <p>Students will not need the second paragraph of this text for this lesson as moksha/karma will be discussed in later lessons. Students will be able to return to this text later in the week for that section.</p>
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	<p>Students should be split into groups – you will need at least four groups, if there are more than four, some groups will work on the same varnas. Students should be given the paragraph from the text of their varna and the section of the textbook on Ancient Indian Society (p. 147-8) to create a Character Map for their varna on butcher paper:</p> <p>Head – What does this person think about their society? Mouth – What kind of things would this person say or do? Heart – What tasks or responsibilities is this person responsible for? Hands – What occupation might this person have? Feet – Where does this person stand relative to the other varnas?</p>

	After finishing the assignment, the students can do a gallery walk or student groups can present information so that students are able to collect information on each varna. They should fill in a blank social class pyramid with four levels to capture these notes.
Closure: <i>Individual students synthesize and/or summarize learning for the day.</i>	In a paragraph, describe the caste system of Ancient India. Be sure to include the name of the castes, explain what sort of roles or responsibilities people in that caste would have, and its relationship to the other castes.
Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i>	N/A
Homework:	N/A

Unit 5: Ancient India - Week 1

Essential Question(s)	How does geography impact the development of a civilization? What are the legacies of the Harappan civilization?
Student Outcomes	Students can locate the geographical features of ancient India. Students can explain how geography impacted the development of civilizations in the Indus River Valley. Students can summarize the achievements of the Harappan civilization.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 6 Lesson 1 Reader: 6.25 Map: India, Image: Postcard – View of Approaches to India 6.26 Excerpt, Mohenjo-Daro and Harappa Maps/Videos/Images: Images: Indus Valley Seals and Excavation site a Mohenjo-Daro and Mohenjo-Daro Slideshow Video: Mocomi, Indus Valley Civilization Facts Historical Maps of India Through Time
Suggested Classroom Strategies and Protocols	Anticipation Guides: What do students know about Ancient India? 3-2-1: Map of India See-Think-Wonder: Postcard – View of Approaches to India Explanation Game: Characteristics of Harappan civilization and its decline
Assessment	Identify the geographical location of the Harappan civilization and describe three of its civilization's achievements. Use complete sentences and evidence to support your answer.
Standards	6.25 Identify and locate geographical features of ancient India, including: Ganges River, Himalayan Mountains, Indian Ocean, Indus River, Monsoon winds, Subcontinent of India. 6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: Architecture built with bricks, Arranging roads into a series of grid-systems, Sanitation and sewer systems.

Unit 5: Ancient India - Week 2

Essential Question(s)	How do societies organize themselves? What were the basic beliefs of early Hindus?
Student Outcomes	Students can describe the social class hierarchy of ancient India and the relationships between the different social classes. Students can describe the origins and central features of Hinduism.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 6 Lesson 1 and 2 Reader: 6.27 Excerpt, Indian Caste System 6.28 Excerpt, Hinduism Maps/Videos/Images: Nystorm Atlas of World History p. 24-5, 26-7 Video: Instructomania, 'Ancient India Social Classes'
Suggested Classroom Strategies and Protocols	Card Sort: Indian Caste System Character Charts: Indian Caste System Two-Column Notes: One column with the categories from standard 6.28 (key persons, sacred texts, basic beliefs) and second column for evidence collection.
Assessment	Explain the social structure of the caste system and evaluate its effect on everyday life in Ancient Indian society. Use complete sentences and evidence from the source to support your answer.
Standards	6.27 Describe the social structure of the caste system, and explain its effects on everyday life in ancient India. 6.28 Describe the origins and central features of Hinduism: Key Person(s): origins in Aryan traditions; Sacred Texts: The Vedas; Basic Beliefs: dharma, karma, reincarnation, and moksha.

Unit 5: Ancient India - Week 3

Essential Question(s)	What are the enduring legacies of ancient India? What were the basic beliefs of early Buddhists?
Student Outcomes	Students can describe the origins and central features of Buddhism. Students can identify the achievements and cultural legacies of ancient India.
Texts	Textbook: McGrawHill Discovering Our Past: A History of the World – Early Ages Ch. 6 Lesson 2 and 3 Reader: 6.29 Excerpt, Buddhism 6.30 Excerpt, Sushruta Maps/Videos/Images: Timeline Debating the Documents: Buddha’s Travels Video: Mr. Nicky, Ancient India
Suggested Classroom Strategies and Protocols	Gallery Walk: Achievements in 6.30 Town Hall Circle: Which Ancient Indian achievement was the most significant? Two-Column Notes: One column with the categories from standard 6.29 (key persons, sacred texts, basic beliefs) and second column for evidence collection.
Assessment	Identify three long-lasting intellectual traditions that emerged from the late empires of ancient India and explain their importance. Use complete sentences and evidence to support your answer.
Standards	6.29 Describe the origins and central features of Buddhism: Key Person(s): Siddhartha Gautama (Buddha); Sacred Texts: Tripitaka; Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana. 6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).

Unit Overview: Quarter 2 Unit 6 – Ancient China

Unit	Length	Unit Focus	Standards and Practices	Narrative Overview
Unit 6: Ancient China	3 weeks	Students will analyze the geographic, political, economic, and cultural structures of ancient China.	TN Social Studies Practices: SSP.01-SSP.06 Week 1: 6.31, 6.32, 6.33 Week 2: 6.34, 6.35, 6.36 Week 3: 6.37, 6.38	The first week centers around geography. Students will examine the geographical features of the region and then analyze how this would have impacted the development of civilizations in China. This will lead to a discussion on some of the philosophies on governing that developed in China as a result of these geographic difficulties. This discussion of political philosophies continues in the second week with a look at Confucianism. Students will then see the different political theories in action while learning about the Qin and Han dynasties. Finally, the third week is an analysis of the enduring legacies of Ancient China. The innovations developed during the Han period and the importance of culture diffusion on the Silk Road is an important foundation for student understanding of their future seventh grade content.

Grade 6 Social Studies: Quarter 2 Unit 6 Vocabulary

Tier 2 Vocabulary

Influence, concepts, prevalent, emphasized, address, significance, implementation

Tier 3 Vocabulary

China, Gobi Desert, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River, Chinese civilization, Yellow River Valley, geography, cultural identity, isolated, China, mandate of heaven, legalism, political, cultural, Confucius, philosophy, Confucianism The Analects, kinship, order, hierarchy, unification, Qin Shi Huangdi, Qin Dynasty, Han Dynasty, magnetic compass, porcelain, silk, woodblock printing, Silk Road, Eurasia

Sample Lesson: Quarter 2 Unit 6 – Ancient China

SS TN Standard(s):	6.38
Student Outcomes: <i>What will students know and be able to do as a result of this lesson?</i>	Students can analyze how the Silk Road impacted cultural exchange.
Key Academic Vocabulary:	Silk Road, Eurasia
Resources / Materials:	<p>Copies from the DBQ Project Binder for “The Silk Road: Recording the Journey” to be hung as a gallery walk around the room. One complete set includes:</p> <ul style="list-style-type: none"> Paper with Document A Paper with Document B Paper with Document C Paper with Document D Paper with Document E and the map from Document A <p>If you hang three sets around the room, that is fifteen stations, and a class of thirty will only have two students at a station at one time. If you hang two sets around the room, that is ten stations, and a class of thirty will only have three students at a station at one time.</p> <p>Class set of the ‘Background Essay’ and Background Essay questions (print double-sided, place in page protector)</p>
Warm-Up / Bell Ringer: <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	What is cultural diffusion? Define the term and give an example of cultural diffusion from the relationship of the kingdoms of Egypt and Nubia.
Essential Question / Relevance: <i>Develop student interest and connect learning to daily standards.</i>	How does contact with other cultures change civilizations?
High-Quality Text(s):	DBQ Project Mini-Qs – The Silk Road: Recording the Journey
Text-Specific Inquiry: <i>Teacher guided inquiry into content-rich texts, images or other content.</i>	The teacher can lead a close read of the Background Essay with students and talk through the answers to the Background Essay.
Text-Specific Application: <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Students should be assigned to stations. Students will have 5-10 minutes at each station to read the text and answer the questions on their own paper. If they are at Document A’s station, they should write ‘Document A’ on their paper and answer the questions

	<p>underneath that heading, etc. Depending on the length of the class period and the amount of time students need to read, this may be a two-day lesson. Student groups will rotate at the teacher's instruction to the next station.</p>
<p>Closure: <i>Individual students synthesize and/or summarize learning for the day.</i></p>	<p>See weekly assessment.</p>
<p>Weekly Assessment: <i>Guidance is provided weekly in the map to support robust student writing every week that is strongly aligned to Social Studies content standards.</i></p>	<p>Answer the weekly assessment question: Describe the reasons for the creation of the Silk Road and explain two of its impacts on the ancient world. Use complete sentences and evidence to support your answer.</p>
<p>Homework:</p>	<p>N/A</p>

Unit 6: Ancient China - Week 1

Essential Question(s)	How does geography impact the development of a civilization? What role did geography play in the development of China? How do rulers legitimize their rule?
Student Outcomes	Students can locate the geographical features of ancient China. Students can explain how geography impacted the development of ancient China. Students can summarize the major ideas of Legalism and the mandate of heaven and why early Chinese rulers favored these ideas.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World – Early Ages Ch. 7 Lesson 1 and 2 Reader: 6.31 Map of China 6.32 Map: Agricultural Regions 6.33 Legalism Beliefs and Practices Maps/Videos/Images: Nystorm Atlas of World History p.20-21 Video: (animated map) History of China, Every Year (only need to play until 2:40 mark) Historical Maps of China Through Time
Suggested Classroom Strategies and Protocols	Give One, Get One: Legalism excerpt 3-2-1: Map of China, Map of Agricultural Regions Big Paper, Silent Conversation: Legalism Beliefs and Practices
Assessment	Describe two ways geographical features isolated ancient China and explain how isolation impacted China's development. Use complete sentences and evidence to support your answer.
Standards	6.31 Identify and locate geographical features of ancient China, including: Gobi Desert, Himalayan Mountains, Pacific Ocean, Plateau of Tibet, Yangtze River, Yellow River. 6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. 6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged solutions to this problem.

Unit 6: Ancient China - Week 2

Essential Question(s)	How do social problems in societies get solved? How do rulers legitimize their rule? How should government officials be chosen?
Student Outcomes	<p>Students can summarize the major ideas of Confucianism.</p> <p>Students can identify the major problems of the Warring States period and analyze how Confucianism could address them.</p> <p>Students can explain how Qin Shi Huangdi unified China.</p> <p>Students can explain how Confucianism was implemented by the Han dynasty.</p>
Texts	<p>Textbook: McGraw Hill Discovering Our Past: A History of the World – Early Ages Ch. 7 Lesson 2 and 3</p> <p>Reader: 6.34 Excerpt, Analects 6.35 Excerpt, Qin Dynasty 6.36 Excerpt, Han Dynasty</p> <p>Maps/Videos/Images: Nystorm Atlas of World History p. 22-23 DBQ Project: The Great Wall of Ancient China – Does the Benefits Outweigh the Costs? SHEG Lesson Plan: Fall of the Qin Dynasty SHEG Lesson Plan: Confucianism and Daoism Video: Horrible Histories, 'Chinese Empire'</p>
Suggested Classroom Strategies and Protocols	<p>3-2-1: Han Dynasty excerpt Jigsaw: Qin Dynasty excerpt Circle of Viewpoints: Topic is 'government', point of views of Mandate of Heaven, Legalism, and Confucianism Found Poems: Analects excerpt Bio-Poems: Confucius, Shi Huangdi</p>
Assessment	Identify two political or cultural problems during the time of Confucius and explain how Confucius suggested they would be solved. Use complete sentences and evidence to support your answer.
Standards	<p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems.</p> <p>6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty.</p> <p>6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty.</p>

Unit 6: Ancient China - Week 3

Essential Question(s)	What are the enduring legacies of ancient China? How does contact with other cultures change civilizations?
Student Outcomes	Students can explain the technological achievements of the Han dynasty. Students can identify and explain the function of the Silk Road. Students can analyze how the Silk Road impacted cultural exchange.
Texts	Textbook: McGraw Hill Discovering Our Past: A History of the World – Early Ages Ch. 7 Lesson 3 Reader: 6.37 Excerpt, Han Dynasty Achievements 6.38 Silk Road Excerpts Maps/Videos/Images: DBQ Project – The Silk Road: Recording the Journey Debating the Documents: Buddha’s Travels – A Case of East Asian Cultural Diffusion Video: Mr. Nicky, ‘Ancient China’
Suggested Classroom Strategies and Protocols	Gallery Walk: Accomplishments, standard 6.37 Storyboard: Silk Road Two Minute Interview: How does Buddhism spread into ancient China? How does the silk road cause cultural diffusion? Why was the Silk Road such a popular trade route?
Assessment	Describe the reasons for the creation of the Silk Road and explain two of its impacts on the ancient world. Use complete sentences and evidence to support your answer.
Standards	6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. 6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China.