**Introduction**

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

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

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

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

1. Regular practice with complex text and vocabulary.
2. Reading, writing, and speaking grounded in evidence from texts.
3. Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

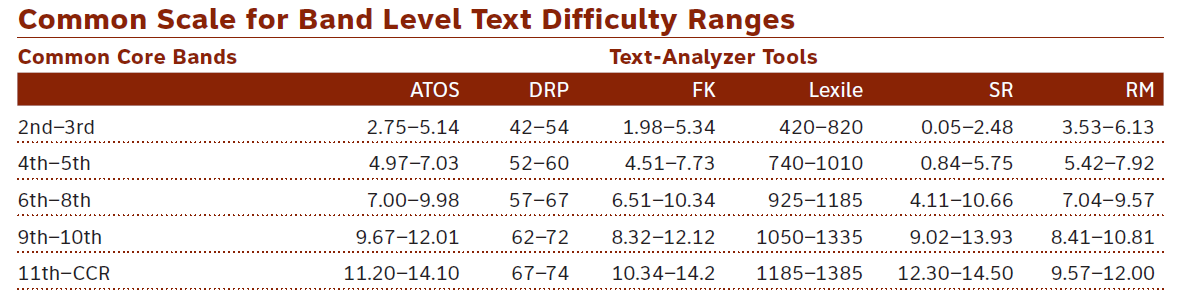
Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage. **There is a Study Guide for the SCS Citizenship Test at the end of this map.**

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

<http://www.tncurriculumcenter.org/social_studies>

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.



**Key**

**ATOS**: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

# What are DBQs/TDQs?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. All task suggested in this document are text dependent.

DBQS/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that requires students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

**\*If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.**

**WIDA Example**

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

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

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| Example: 6-8 Reading Economic Trends |  |  |  |  |
| **Entering:**  Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production) | **Beginning:**  Classify economic data based on information in text and charts (e.g., major crops by states or regions) | **Developing:**  Compare economic data based on information in text and charts (e.g., Which crop is produced less today than 5 years ago?) | **Expanding:**  Predict economic data for upcoming years based on information in text and charts (e.g., Which crop will have less production in 5 years?) | **Bridging:**  Interpret economic trend data based on information from grade level text and charts (e.g., Why has there been a decline in profits from this crop in the past 5 years?) |
| Example 2: 6-8 Reading  Civic Rights and Responsibilities |  |  |  |  |
| **Entering:**  Identify rights or responsibilities of people in U.S. or other countries using illustrations and labels, or phrases | **Beginning:**  Sort rights or responsibilities of people in U.S. or other countries using illustrations and written statements | **Developing:**  Select examples of rights or responsibilities of people in U.S. or other countries using illustrations and written descriptions | **Expanding:**  Evaluate rights or responsibilities of people in U.S. or other countries using illustrated text | **Bridging:**  Infer rights or responsibilities of people in U.S. or other countries from grade level text |

**Common Core State Standards: Focus on Vocabulary**

Effective vocabulary development occurs both incidentally and through explicit instruction. It requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts. (Ex: write, read, build)

Academic Vocabulary (Tier 2) - High frequency words used by mature language users across several content areas. Tier 2 words present challenges to students who primarily meet them in print. (Ex: obvious, complex, establish and verify)

Content Vocabulary (Tier 3) - Words that are not frequently used except in specific content areas. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are integral to content. (Ex: reformation, legislation, medieval, and Socialism)

Explicit instruction of the Tier 2 academic words (typically in the context of the text and not necessarily through pre-teaching) is required in order for students to know and use the words accurately, per the Suggested Activities (3rd column). Multiple exposures and practice using these words are key characteristics of effective vocabulary instruction.

**Teaching Vocabulary for Mastery…**

1. Post the words in your classroom noting their syllabicated forms (ex: Pa-le-on–tol-o-gy) to aid struggling readers.
2. Provide a student-friendly definition of the word.
3. Suggest synonyms or antonyms for the word.
4. Put the new word into a context or connect it to a known concept, morpheme, or root.
5. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
6. Whenever you say the word, run your hand or a pointer under the syllables of the word as you pronounce it, quickly cueing struggling readers to associate your spoken word with the written word on the wall.
7. Use the new words in context of the lesson.
8. Ask questions that contain the new word; so, students must process its meaning in multiple ways.
9. Add the new word to an already existing classroom concept map, or construct a new concept map using the new word as the foundational concept.
10. Expect pairs of students to construct semantic word maps for new vocabulary.
11. Give students extra credit points for hearing or seeing content vocabulary in other contexts.

[References](javascript:toggleLayer('referencelist');)

McEwan, E.K. (2007).40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin Press.

**6th Grade - Topics and Big Ideas**

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| **Suggested**  **Time** | **1st Quarter** | **Suggested**  **Time** | **2nd Quarter** |
| Weeks 1-3 | Topic: Human Origins in Africa through the Neolithic Age  Big Ideas: To survive humans adapted to their environment.  Needs Dictate Inventions. | Weeks 1-3 | Topic: Ancient India 300 B.C. - 220 A.D.  Big Ideas: India’s Geography and climate influenced India civilization.  Religious beliefs govern human actions.  Aryans changed India (p140) |
| Weeks 4-5 | Topic: Ancient Mesopotamia 3500 B.C. – 1200 B.C.  Big Ideas: The Agricultural Revolution allowed Permanent settlements.  Sumerians laid the foundation for future civilizations.  Hammurabi Code influenced the development of early legal codes. | Weeks 4-6 | Topic: Ancient China 1750 B.C. - 220 A.D  Big Ideas: China is one of the world’s most powerful countries and still influences the world today.  Stable government builds solid growth and strength in a civilization. |
| Weeks 6-9 | Topic: Ancient Egypt 3000 B.C. - 1200 B.C.  Big Ideas: The Nile River was an important factor in survival.  Egyptian pharaohs were important to the Egyptian people.  Egyptian beliefs govern the way of life.  Egyptians made many contributions to the world. | Weeks 7-9 | Topic: Ancient Israel 2000 B.C. – 70 A.D.  Big Ideas: Religion shapes society.  Monotheism made Judaism unique. |
| **Suggested**  **Time** | **3rd Quarter** | **Suggested**  **Time** | **4th Quarter** |
| Weeks 1-5 | Topic: Ancient Greeks 800 B.C. – 300 B.C.  Big Ideas: Government forma5tions are necessary.  Early Greeks developed trade routes settlements and political ideas. | Weeks 1-3 | Topic: Ancient Civilizations: Compare and Contrast  Big Idea: Civilizations have similarities and Differences |
| Weeks 6-9 | Topic: Ancient Rome 800 B.C – 500 A.D.  Big Ideas: Rome’s geography enabled it to grow and influence the world.  Rome had a law system included civic duty. | Weeks 4-9 | Topic: Civics Unit: Roots of Democracy, Citizenship, and Government in Greece and Rome  Big Idea: Democracy is rooted in ancient Greece and Rome |

**\* Please note these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.**

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| **Ancient India 300 B.C. - 220 A.D.**  **Weeks: 1-3** | | |
| **Textbook (Anchor Text):**  McGraw-Hill Discovering Our Past: A History of the World  **TN State recommended Primary Documents and Supporting Readings:**  Excerpts from Hindu Search for Divine Reality (990L) <https://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/primary/upanishads.htm>  Excerpts from The Upanishads (1110L) <http://www.sacred-texts.com/hin/upan/>  Excerpts from the Buddha’s Two Lessons (1090L) <https://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/primary/twolessons.htm> | | |
| **TN State Social Studies Standards** | **Big Ideas, Questions & Vocabulary** | **Suggested TDQs, Activities and Resources** |
| **6.23** Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each.  **6.24** Analyze the impact of the Aryan invasions.  **6.26** Outline the social structure of the caste system and explain its effect on everyday life in Indian society.  **6.25** Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.  **6.27** Write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.  **6.28** Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka.  **6.29** Identify the important aesthetic and intellectual traditions, including:   * Sanskrit literature, including the Bhagavad-Gita Gita, Ramayana, and the Mahabharata * medicine * metallurgy * mathematics, including Hindu-Arabic numerals and the zero | **India’s Geography and climate influenced India civilization.**  **Religious beliefs govern human actions.**  **Aryans changed India (p140)**  **6.23** How did India’s geographic setting affect the lives of its people?  **6.24** How did the Aryan invasions impact India’s culture?  **6.26** How did the caste system impact the lives of Indian people?  **6.25** What were the fundamental concepts of Hinduism?    **6.27** How did Buddhism develop in India?  **6.28** What was life like during the Mauryan Empire under Emperor Asoka?  **6.29** What are some of contributions of Indian culture to literature, art, math, and science?  **CONTENT VOCABULARY (Tier 3):** subcontinent, raja, caste, monsoon, Hinduism, Buddhism, Sanskrit, guru, Vedas, language family, Brahman, karma, dharma, nirvana, Jainism reincarnation, stupa, pilgrim, Bhagavad Gita    **ACADEMIC VOCABULARY (Tier 2):** plateau, reside, abandon, migrate, emerge, text, manual, status, focus, meditate, commit, eventual, promote, decline, contribute, structure  (See p. 4 for vocabulary Instructions)  **Connection to the Language Standards**  Greek Affixes:  **-ism** – being of a distinctive body of belief system  Examples from the unit: Hinduism, Buddhism, Jainism  **Language Standards**  **L. 6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **L.6.4.b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **Connection to Language Standards**  **Greek & Latin Roots and Affixes**  [www.cognatarium.com](http://www.cognatarium.com) | **Textbook Reference:** Chapter 6- *Ancient India* Pages 137-166  **Suggested Tasks/Activities:**  **6.23** Using a blank outline map toLocate and label (Ganges River, Indus River, Deccan Plateau, Himalayan Mts., Bay of Bengal, Indian Ocean, and Arabian Sea). Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each. For map reference use p. 138-139 and answer questions 1-4. LITERACY.RH.6-8.7  **6.24** Create a cause and effect organizers to analyze the invasion of the Aryans in India. Textbook Reference Pp. 144-163LITERACY.RH.6-8.5;4  **6.26** Simulations: Role-Play individual citizens in caste-system (reference: <http://www.nylearns.org/module/content/search/item/5477/viewdetail.ashx#sthash.7BIGxcLt.dpbs>) or draw a pyramid that outlines the social structure of the caste system and explain its effect on everyday life in Indian society. Also, describe the social classes in India from textbook p. 147 and answer questions #1-2. LITERACY.RH.6-8.5  **6.26** In groups, debate the issue of the caste system. Divide students into two groups: Proponents and Opponents for the system. Cite evidence to support your point of view.  LITERACY.RH.6-8.1  **6.25/6.27** Use a web to describe the founders and basic beliefs of Hinduism and Buddhism Reference: <https://www.eduplace.com/graphicorganizer/pdf/cluster.pdf>  Write an essay that explains how the development and major beliefs and practices of Brahmanism in India evolved into early Hinduism. **Textbook Reference:** Chapter 6- *Ancient India* Pages 137-166  LITERACY.RH.6-8.7; W.6-8.2  **6.25/6.27** Use a Venn- diagram to compare and contrast Hinduism and Buddhism Reference: <https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>  LITERACY.RH.6-8.7  **6.27** Create and outline and write a narrative text describing how Siddhartha Gautama’s (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.  LITERACY.RH.6-8.5; W.6-8.2  Chapter 6 - *Ancient India* Pages 137-166  **6.28** Make brochure to list and achievements of the Mauryan Empire, Gupta Empire and Emperor Asoka. Reference: <http://www.brighthubeducation.com/teaching-methods-tips/75435-rubric-for-brochure-project/>  LITERACY.RH.6-8.5  **6.29** Assign students a topic from the standard for research and have them prepare an advertisement for the achievement, including a drawing, explanation of what it is, and summary of its importance. Students can choose their topic and Identify the important aesthetic and intellectual traditions, including:   * Sanskrit literature, including the Bhagavad-Gita Gita, Ramayana, and the Mahabharata * medicine * metallurgy * mathematics, including Hindu-Arabic numerals and the zero   Students will present their advertisements to the class and debate which was the most lasting achievement.  LITERACY.WHST.6-8.1; W.6-8.2  Use…  Excerpts from Hindu Search for Divine Reality (990L) <https://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/primary/upanishads.htm>  Excerpts from The Upanishads (1110L) <http://www.sacred-texts.com/hin/upan/>  Excerpts from the Buddha’s Two Lessons (1090L) <https://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/primary/twolessons.htm>  **Textbook Reference: Lesson Review Questions:** pages 148,156, 163  **Textbook Reference: Assessments:** Multiple choice page 165; Analyzing documents, finding the main idea, drawing conclusions, short response, (argument) extended response page 166. |

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| **Ancient China 1750 B.C. - 220 A.D.**  **Weeks: 4-6** | | |
| **Textbook (Anchor Text):**  McGraw-Hill Discovering Our Past: A History of the World  **TN State recommended Primary Documents and Supporting Readings:**  excerpts from The Mandate of Heaven: The Classic of History (920L) <http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/shu-jing.html>  excerpts from Confucius’ The Analects (1190L) <http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2015).pdf>  excerpts from The Lament of the Nomad Flute by Lady Wenji (1100L) <http://kids.asiasociety.org/stories/lady-wenji-and-lament-nomad-flute> | | |
| **TN State Social Studies Standards** | **Big Ideas, Questions & Vocabulary** | **Suggested TDQs, Activities and Resources** |
| **6.30** Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert.  **6.31** Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty.  **6.32** Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.  **6.33** Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.  **6.34** Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.  **6.35** List the policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty and the construction of the Great Wall of China.  **6.36** Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.  **6.37** Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.  **6.38** Describe the diffusion of Buddhism northward to China during the Han Dynasty. | **China is one of the world’s most powerful countries the still influence the world today.**  **Stable government builds solid growth and strength in a civilization.**  **6.30** How did China’s geographic setting affect the lives of its people?  **6.31** What was the culture of the people living in the Huang-He Valley during the era of the Shang Dynasty?  **6.32** How did isolation in various regions in China make governance and the spread of ideas and goods difficult?  **6.33** What are the similarities and differences between Taoism, Confucianism, and Legalism?  **6.34** What made Confucius teachings widely accepted in China?  **6.35** How does a region become unified?  **6.36** How do the Han’s policies lead to the expansion of China?  **6.37** How does trade lead to cultural diffusion?  **6.38** How does religion spread?  **CONTENT VOCABULARY (Tier 3):** Warlord, pictograph, aristocrat ideograph, ancestor, bureaucracy, hereditary, Dao, Legalism, censor, tenant farmer, currency, Mandate of Heaven, Daoism, Confucianism, filial piety, civil service, acupuncture  **ACADEMIC VOCABULARY (Tier 2):** Emerge, channel, military rely, philosophy, individual, similar, social class, unify, generation, network, link  (For Vocabulary Instructions see p. 4) | **Textbook Reference:** Chapter 7- *Early China* Pages 167-194  **6.30** Using a blank map, label the major geographic features of China. Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert. Use the map on p. 168-9 for reference and discuss questions #1-4. LITERACY.RH.6-8.7  **6.31** Create a cloud organizer to identify the different ways the lives of the Chinese people changed under Shang rule. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the era of the Shang Dynasty.  Reference: <http://www.enchantedlearning.com/graphicorganizers/>  LITERACY.RH.6-8.7  **6.32** Students should annotate a map of China’s geographic features, explaining how those features serve to isolate China from the rest of the world. Their map should have a summary explaining the advantages and disadvantages to that isolation. Have partner groups explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.  LITERACY.RH.6-8.5; W.6-8.2  **6.33** Use triple Venn diagram to compare Taoism, Confucianism, and Legalism Analyze the structure of the Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.  References: <http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf>  excerpts from Confucius’ The Analects (1190L) <http://www.indiana.edu/~p374/Analects_of_Confucius_(Eno-2015).pdf>  LITERACY.RH.6-8.7  **6.34** Students should choose a teaching/saying from Confucius, illustrate it, translate it into everyday language, and connect it to a political or cultural problem that Confucius was trying to solve.  Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.  LITERACY.RH.6-8.5  **6.35** Write a summary paragraph to relate policies and achievements of the emperor Shi Huang and explain how these contributed to the unification of northern China under the Qin Dynasty.  LITERACY.RH.6-8.5  **6.36** Make a three-tab foldable detailing the political contributions of the Han Dynasty, including the adoption of Confucianism, the emergence of imperial exams for civil service, and increase in trade. Reference: <https://snapguide.com/guides/create-a-three-tab-book/>  LITERACY.RH.6-8.5  **6.37** Create a character merchant, keeping a travel journal on his/her travels on the Silk Road. Identify goods and ideas that were imported and exported along the Silk Road.  excerpts from The Lament of the Nomad Flute by Lady Wenji (1100L) <http://kids.asiasociety.org/stories/lady-wenji-and-lament-nomad-flute>  LITERACY.RH.6-8.5  **6.38** Create a map to trace the diffusion of Buddhism northward to China during the Han Dynasty.  LITERACY.RH.6-8.7  **Textbook Reference: Lesson Review Questions:** pages 177,183,191  **Textbook Reference: Chapter 7 Activities:** page 192 Informative/explanatory writing, analyzing news media, understanding relationships  **Textbook Reference: Assessments:** Multiple choice pages 193, Analyzing documents, assessing, analyzing, (informative/explanatory) extended response Textbook page 194 |

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| **Ancient Israel 2000 B.C. – 70 A.D.**  **Weeks: 7-9** | | |
| **Textbook (Anchor Text):**  McGraw-Hill Discovering Our Past: A History of the World  **TN State recommended Primary Documents and Supporting Readings:**  Excerpts from the Tanach <http://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html>  Excerpts from the Hebrew Bible <http://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html>  Excerpts from the Torah <http://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html>  Excerpts from the Dead Sea Scrolls <http://www.deadseascrolls.org.il/?locale=en_US> | | |
| **TN State Social Studies Standards** | **Essential Questions and Vocabulary** | **Suggested Activities and Resources** |
| **6.39** On a historical map of the Mediterranean Sea, Jordon River, Sinai Peninsula, locate Asia Minor, the kingdoms of the Hittites and Phoenicians, ancient Israel, and Egypt.  **6.40** Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history.  **6.41** Describe the monotheistic religion of the Israelites, including:  ·the belief in one God (monotheism)  ·the Ten Commandments  ·the emphasis on individual worth and personal responsibility  ·the belief that all people must adhere to the same moral obligations, whether ruler or ruled  ·the Torah and the Hebrew Bible as part of the history of early Israel  **6.42** Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David’s founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.  **6.43** Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.  **6.44** Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes.  **6.45** Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans. | **Religion shapes society.**  **Monotheism made Judaism unique.**  **6.39** How does geography impact where people live?  **6.40** Why were the roles of Abraham and Moses significant in the history of Israel? What role did religion play?  **6.41** How did the religious beliefs of the Israelites differ from most ancient civilizations?  **6.41** What was the Jewish/Hebrew way of life?  **6.41** What were all of the aspects of Judaism and its impact on government?  **6.42** What led to the unification of the tribes of Israel under Kings Saul, David, and Solomon?  **6.43** What major events allowed the Jews return to their homeland under the Persian Empire?  **6.43** Why are people forced into exile?  **6.44** How do empires rise and fall?  **6.44** How do leaders build a legacy?  **6.45** How does a culture remain intact when in exile?  **Content Vocabulary (Tier 3):** Prophet, Covenant, Tribe, Torah, Commandment, Exodus, Alphabet, Psalm, Exile, Proverb, Synagogue, Scroll, Sabbath, Kosher, Diaspora, Rabbi  **Academic Vocabulary (Tier 2):** Culture, extract, ensure, period, found, survive, tradition, version, communicate, expand, devotion, cooperation, tension, document  (For Vocabulary Instructions see p. 4) | **Textbook Reference:** Chapter 8-*The Israelites* Pages 195-228  **6.39 Create** a map of the Mediterranean region and identify the major geographical features and empires. Use the map in the textbook on p. 196-7 for reference and answer #1-3.  LITERACY.RH.6-8.7  **6.40** Students choose a historical figure from Israel (Moses or Abraham) and create a visual summary or foldable of their importance to the people of Israel.  Comic templates: <http://mrsrandhistory.weebly.com/comic-strip-templates.html>  LITERACY.RH.6-8.5  **6.41** Create a four door foldable of the beliefs of Judaism, including: 1) section explaining monotheism, 2) section on the beliefs of the Israelites (individual worth, personal responsibility, adherence to moral obligations), 3) the Ten Commandments, and 4) the sacred texts. Foldable reference: <https://snapguide.com/guides/create-a-four-door-book-foldable/>  LITERACY.RH.6-8.5  Excerpts from the Hebrew Bible <http://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html>  Excerpts from the Torah <http://www.jewishvirtuallibrary.org/jsource/Bible/jpstoc.html>  Excerpts from the Dead Sea Scrolls <http://www.deadseascrolls.org.il/?locale=en_US>  **6.42** Create a chart comparing and contrasting the reigns of Kings Saul, David and Solomon using a three-part Venn diagram. Chart: <http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf> LITERACY.RH.6-8.7  **6.43** Create a four-door foldable on the major events that happen after the death of King Solomon, including a door on the breakup of Israel, the destruction of the Northern Kingdom, Babylonian captivity, and the return of the Jews to their homeland. <https://snapguide.com/guides/create-a-four-door-book-foldable/>  LITERACY.RH.6-8.5  **6.44** Work in pairs to research and outline the life and accomplishments of one of the important figures from Babylonian, Persian, or Median empires.  LITERACY.RH.6-8.5  **6.45** Create a travel journal from an ancient Israelite. In their journal entries, they should explain what happened in Jerusalem, the exile of the Israelites, the renaming of the region as Palestine, and how the Israelites plan to maintain their culture in other lands. LITERACY.RH.6-8.5  Lesson Review Questions: pages 205,211,217,225  Chapter 8 Activities: page 226 Informative/explanatory, creating a slide show, comparing and contrasting, and locating places  Assessments: Multiple choice page 227; Analyzing documents, summarizing, drawing conclusions, inferring, short response, (narrative) extended response page 228 |

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| **Additional Resources** |
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