

Content Area	6 th Grade Social Studies		
Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.			
Recommended Days of Instruction	10 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G,H)</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Locally adopted textbook</p> <p>Stone Age People http://www.creswell-crags.org.uk/virtuallytheiceage/S tone%20Age%20People/index.html</p> <p>Flints and Stones http://museums.ncl.ac.uk/archive/index.html</p> <p>6th graders' CroMagnon Caves http://www.internet-at-work.com/hos_mcgrane/caveart/cavemenu.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>F. Ask geographic questions</p> <p>G. Make and record observations about characteristics of a place</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Write a newspaper article describing the findings at an archaeological site such as the Topper Site in SC, the Clovis Site in New Mexico and the Monte Verde Site in Chile.</p> <p>Make a Venn diagram comparing the Old Stone Age and the New Stone Age. List types of weapons used, types of shelter and tools. Then write a short report using the</p>	<p>To demonstrate mastery of this indicator the student should:</p> <p>Differentiate between the geographic, social, and cultural attributes of hunter-gatherer societies.</p> <p>Distinguish between those characteristics of pre-civilization and civilizations.</p> <p>Evaluate the development of hunter-gatherer community attributes in connection with the natural environment.</p> <p>Explain and/or analyze migratory patterns of hunter-gatherers</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G,H)</p>	<p>Who's Who of Early Man http://earlyhumans.mrdonn.org/index.html</p> <p>Lesson Plan for <u>Dar and the Spear-Thrower-</u> http://www.marjoriecowley.com/05activity.html</p> <p>Ancient World Video: Segment 1 The Great Migration http://streaming.discoveryeducation.com/</p> <p>World History: Prehistory The Earliest Human Migration http://streaming.discoveryeducation.com/</p> <p>Prehistoric Art: www.metmuseum.org</p> <p>Ice Age www.mnh.si.edu DISCUS power search</p> <p>www.scdiscus.org Click on History Resource Center</p>	<p>information.</p> <p>Make a chart with two columns. In one column, list artifacts that can be found in their home. After examining the artifacts, list what an archaeologist of the future might conclude about their lifestyle in the second column.</p> <p>Create a prehistoric tool from cardboard or plastic foam and show how they think it was used to hunt an animal skin, a hide, or make arrow points.</p> <p>Lesson Plan for <u>Dar and the Spear-Thrower-</u> http://www.marjoriecowley.com/05activity.html</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment. (G,H)</p>	<p>Books: <u>The Boy of the Painted Cave</u> by Justen Denzel <u>Maroo of the Winter Caves</u> by Ann Turnbull <u>Dar and the Spear-Thrower</u> by Marjorie Cowley</p>		

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.2 Explain the emergence of agriculture and its effect on early human communities, including the impact of irrigation techniques and the domestication of plants and animals. (H,E,G)</p>	<p>Ancient Civilizations: The Beginning is the End Segment: Domestication of Animals & Irrigation of Crops http://streaming.discoveryeducation.com/</p> <p>Mesopotamia: From Nomads to Farmers Error! Hyperlink reference not valid.</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>E. Explain change and continuity over time</p> <p>G. make and record observations about the physical and human characteristics of places</p> <p>H. construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Brainstorm what life would have been like if agriculture had never been developed. Write a science fiction story about modern life without agriculture.</p> <p>Construct a Venn-diagram to compare the different types of jobs there are today compared to those during early farming communities.</p>	<p>Explain the development of agriculture by summarizing how irrigation techniques changed the structure of early human communities.</p> <p>Interpret the effects of domestication of plants and animals on agriculture and/or communities.</p> <p>Hypothesize on the impact of domestication and/or surplus on human activity.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.3 Use maps, globes, and models in explaining the role of the natural environment in shaping early civilizations, including the role of the river systems of the Nile (Egyptian), Tigris-Euphrates (Sumerian, Babylonian, Phoenician), Huang He (Chinese), and Indus (Harappan); the relationship of landforms, climate, and natural resources to trade and other economic activities and trade; and the ways that different human communities adapted to the environment. (G,H,E)</p>	<p>The British Museum Site-Mesop. http://www.mesopotamia.co.uk/geography/home_set.html</p> <p>The British Museum-China http://www.ancientchina.co.uk/geography/home_set.html</p> <p>DISCUS power search-History Resource Center World www.scdiscus.org</p> <p>Atlas: www.sfsocialstudies.com</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>H. Construct maps, graphs, tables and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Make a mural showing early farming communities including images of domesticated plants and animals.</p> <p>Label a world map showing what kinds of domesticated plants and animals were located in each place during prehistoric times.</p> <p>Play a game called Cataracts of the Nile. The teacher will review Ancient Egyptian Civilization. Divide the class into four groups. Draw a sailboat at Khartoum for each group. The sailboat marks the start of their trip down the Nile. To win the game, a group will need to be the first to navigate through the six cataracts by answering questions about Egypt.</p>	<p>Utilize maps to locate the river civilizations, interpret maps that identify the major river civilizations, infer the relationship between rivers and other landforms, detail trade patterns, and/or ascertain the resources that would be available to a civilization.</p> <p>Hypothesize about the continued development of these civilizations based on the interaction of key components including, but not limited to, location, availability of resources, and potential for trade</p> <p>Summarize the development of individual river valley civilizations or to compare civilizations – either as a whole or with specific components.</p>

Recommended Days of Instruction	40 days (10 days for each civilization)		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H,E,P,G)</p>	<p>Write Like a Babylonian- Students will write their name in cuneiform. http://www.upennmuseum.com/cuneiform.cgi</p> <p>Mr. Donn’s Ancient Mesopotamia Site-Lesson Plan http://ancienthistory.mrdonn.org/Mesopotamia.html</p> <p>Ancient China Webquest http://web.viu.ca/webquests3/2001/china/webquest%20good/homepagesetup.htm</p> <p>Write Your Name in Chinese http://www.mandarintools.com/chinesename.html</p> <p>Write Like an Egyptian- Students write their names in hieroglyphics http://www.upennmuseum.com/hieroglyphsreal.cgi/</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources</p> <p>G. make and record observations about the physical and human characteristics of places</p> <p>Lesson Ideas-Have students:</p> <p>Write four newspaper articles about ancient Mesopotamia, one each on the following topics: farming, religion, government, and writing. Put the articles together and make a newspaper on Mesopotamia with a name for the newspaper, date, pictures and cuneiform writing.</p> <p>Read <u>The Egypt Game</u> and have keep notes on the vocabulary and activities in the story. At the end of the book, have students design costumes like the children made in the book and have an Egypt Day when students can wear the costumes.</p> <p>Write a story using Chinese symbols where</p>	<p>Compare river civilizations’ religions</p> <p>Describe each civilizations’ social classes</p> <p>Explain how political and social changes affected the development of each civilization</p> <p>Classify languages and writing systems for each river civilization</p> <p>Summarize how each civilization used division of labor or specialization</p> <p>Explain the development of different forms of government for major river valley civilizations.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division of labor, and the development of different forms of government. (H,E,P,G)</p>	<p>Kids Connect.com(Egypt)- information http://www.kidskonnnect.com/content/view/253/27/</p> <p>The Indus Civilization- information and pictures http://www.harappa.com/har/har0.html</p> <p>Ancient Civilizations for Kids- information http://www.kathimitchell.com/ancivil.html</p> <p>Books:</p> <p><u>The Egypt Game</u> by Zilpha Keatley Snyder</p> <p><u>Fa Mulan: The Story of a Woman Warrior</u> by Robert D. San Souci</p> <p><u>The Egyptian Cinderella</u> by Shirley Climo, Ruth Heller</p> <p><u>Life In The Ancient Indus River Valley (Peoples of the Ancient World)</u> by Hazel Richardson</p>	<p>possible. Have students write the symbols with calligraphy pens to gain a better understanding of the writing.</p> <p>Make a booklet with pictures and descriptions of the major Hindu gods. Have students use books and the internet to find the needed information.</p> <p>Make a Venn-diagram comparing and contrasting the cultural, political, and social features of the Tigris & Euphrates and the Nile, and the Indus and Huang He river valleys.</p> <p>Compare and contrast the river valley civilizations. Place students into groups and assign each group a different river valley civilization. Groups should research the evolution of language and writing systems, architecture, religious traditions and forms of social order. Each group should record three facts about their assigned civilization on an index card. These facts will be shared with other groups. Groups will then form Venn-diagrams comparing and contrasting combined information.</p> <p>Mr. Donn’s Ancient Mesopotamia Site-Lesson Plan to cover the history of</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.4 Compare the cultural, social, and political features and contributions of civilizations in the Tigris and Euphrates, Nile, Indus, and Huang He river valleys, including the evolution of language and writing systems, architecture, religious traditions and forms of social order, the division or specialization of labor, and the development of different forms of government. (H,E,P,G)</p>	<p><u>Gilgamesh the King (The Gilgamesh Trilogy)</u> by Ludmila Zeman Trade and Transport- information http://www.mesopotamia.co.uk/trade/home_set.html</p> <p>Trades-information</p>	<p>Mesopotamia http://ancienthistory.mrdonn.org/Mesopotamia.html</p> <p>Ancient China Webquest: Students will write newspaper articles about life in Ancient China http://web.viu.ca/webquests3/2001/china/webquest%20good/homepagesetup.htm</p>	

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E,G,H)</p>	<p>http://www.ancientegypt.co.uk/trade/home.html</p> <p>Lesson Plan for Early Civilizations www.sfsocialstudies.com/activities Go to Grade 6,unit 1</p>	<p>See Literacy Elements in the Social Studies Standards appendix E. Explain change and continuity over time G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Write a newspaper article describing farming techniques of the early civilizations and how they led to surplus.</p> <p>Make charts to show the causes and effects of the economic surpluses and trade networks. Divide students into six groups. Groups 1, 3, and 5 will represent the causes that led to the role of economic surplus, city centers and agricultural techniques. Groups 2, 4, and 6 will represent the effects of them. Students will use index cards and cause and effect charts to record information. Using the information, students will then form a chain around the room explaining the causes and effects by going in order 1-6</p>	<p>Summarize the use of geographic features to develop viable trade networks. Explain the use of agricultural techniques which lead to an economic surplus. Infer how economic surpluses and trade networks lead to the emergence of city centers.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-1.5 Explain the role of economics in the development of early civilizations, including the significance and geography of trade networks and the agriculture techniques that allowed for an economic surplus and the emergence of city centers. (E,G,H)</p>		<p>Lesson Plan for Early Civilizations: to place civilizations on a timeline www.sfsocialstudies.com/activities Go to World icon, Unit 1</p>	

Content Area	6 th Grade Social Studies		
Standard 6-2: The student will demonstrate an understanding of life in ancient classical civilizations and their contribution to the modern world.			
Recommended Days of Instruction	10 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p><u>Streaming videos</u> http://streaming.discoveryeducation.com/</p> <p><u>Religions of the World: A Comparison of Religious Thought</u></p> <p><u>Islam</u></p> <p><u>Religions of the World: Christianity</u></p> <p><u>Religions of the World: Judaism</u></p> <p><u>Hinduism</u></p> <p><u>Worlds of Faith: Making of a Monk</u></p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?</p> <p>G. Make and record observations about the physical and human characteristics of places.</p> <p>H. Construct maps ,graphs, tables, and diagrams to display social studies information</p> <p>Have students:</p> <p>Make a chart to compare the five world religions.</p> <p>Make brochures with five columns to represent each religion. Each column should include history, beliefs, the founder, and a picture that represents the religion.</p>	<p>Compare the major religions based on origins, founding leaders, basic principles, and diffusion.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)</p>	<p>Websites United Religions Initiative-Kids- Information and Plans http://www.uri.org/kids/world.htm</p> <p>World Religions for Children- information http://www.woodlands-junior.kent.sch.uk/Homework/Religion.html</p> <p>Buddhism for Kids http://www.gakkaionline.net/kids/</p> <p>Hindu Kids Universe- interactive games http://www.hindukids.org/</p> <p>Islam for Children- information http://atschool.eduweb.co.uk/carolrb/islam/islamintro.html</p> <p>Judaism for Children- information http://atschool.eduweb.co.uk/carolrb/judaism/judai1.html</p> <p>Sanskrit terms- information www.hindunet.org</p>	<p>Make a class ABC book for each religion. Each student will be responsible for a page for each book complete with a word for each letter, a sentence about each word and a picture.</p> <p>Illustrate the spread of Islam and Christianity.</p> <p>On an outline map of the Eastern Hemisphere, have students use different colored pencils to shade areas of Europe, North Africa, and Southwest Asia where Islam and Christianity spread. Have them place dots and labels on Rome, Constantinople, Jerusalem, and Mecca</p> <p>Hinduism Research the seven essential truths that are important to Hindu beliefs. They will mainly focus on the one which states how they have respect for nature and animals. After discussion, students will work in small groups to prepare a skit or brief oral presentation featuring a plan for taking care of the environment. Topics might include pet care, gardening, or recycling.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)</p>		<p>Compare and contrast, using a Venn diagram, the diffusion of major religions and philosophies as they emerged and expanded, including Hinduism, Confucianism, and Buddhism.</p> <p>Recall facts about the different religions (Hinduism, Confucianism, and Buddhism), and play Jeopardy. Students will write a fact or fib about one of the different religions on an index card. If it's a fib, whoever is called on must turn it into a fact. The game is set up with points ranging from 100-500pts. Students are divided into four groups. The winner is determined by the total number of points in each group.</p> <p>Write a letter to a friend describing a speech given by Jesus during Ancient Roman times. Students should address the ways in which Jesus' teachings are different from the religion practiced in Rome at the time.</p> <p>Research findings on the acceptance and spread of world religions. They will create Venn diagrams that compare and contrast the religions and/or the way the religions spread.</p> <p>Draw maps that use color coding to show how various religions spread and where they were most prevalent. Make time lines that show the</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.1 Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G)</p>		<p>emergence of religions around the world.</p> <p>United Religions Initiative-Kids- Information and Plans http://www.uri.org/kids/world.htm</p>	

Recommended Days of Instruction	10 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics (H,G,P)</p>	<p>Resources Streaming videos http://streaming.discoveryeducation.com/ Myths and Legends of Ancient Greece Elementary Video Adventures: Ancient Greece Adventures in Ancient Greece-game http://www.mystery-productions.com/hyper/Hypermedia_2003/Miller/AM_hypermedia/Artifact/go.htm Ancient Greece Jeopardy-game http://www.quia.com/cb/37288.html Social Studies for Kids: Alexander the Great-information http://www.socialstudiesforkids.com/subjects/alexanderthegreat.htm Ancient Greece for Kids: The Story of Socrates-information http://greece.mrdonn.org/socrates.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Have students:</p> <p>Write a Greek myth which contains several of the gods and goddesses from ancient Greece.</p> <p>Make pottery, using clay, that is similar to artifacts found in Greece and paint with Classical Greek designs.</p> <p>Write a journal entry that a soldier in Alexander's army may have written at the end of the day on which Alexander's army defeated the Persian army.</p>	<p>Summarize significant political and cultural contributions of ancient Greece. Compare Athenian democracy to its contemporary expression. Illustrate the expansion of Alexander's empire and the spread of Greek culture. Describe the relationship between citizenship and Athenian democracy. Demonstrate an understanding of Greek cultural contributions and the men/fields in which these significant contributions were made.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.2 Summarize the significant political and cultural features of the classical Greek civilization, including the concept of citizenship and the early forms of democratic government in Athens; the role of Alexander the Great as a political and military leader; and the contributions of Socrates, Plato, Archimedes, Aristotle, and others in philosophy, architecture, literature, the arts, science, and mathematics. (H,G,P)</p>	<p>Ancient Greece Information http://ancienthistory.about.com/od/greeceancientgreece/Ancient_Greece.htm</p> <p>Alexander defeats Persians- information http://eyewitnesstohistory.com/alexander.htm</p> <p>Books: <u>Athens</u> by Conrad Stein</p> <p><u>Daily Life in Ancient and Modern Athens</u> by Dawn Kotapish</p> <p><u>The Ancient City: Life in Classical Athens and Rome</u> by Peter Connolly</p> <p><u>The Lightning Thief</u> by Rick Riordan</p>	<p>Write a letter introducing themselves to one of the following people: Socrates, Plato, Aristotle or Archimedes. Tell the person why you think he is interesting and ask the person two questions about himself.</p> <p>Make a travel poster to attract visitors to Athens during the Golden Age. Posters should promote the city's building and artwork and include labels.</p> <p>Make a freehand outline of the Mediterranean Sea on a piece of paper. Next, ask them to draw in the Balkan and Asia Minor peninsulas, any major islands, and Palestine. Have them label each area. Use maps to discuss how important the sea was to Greek life. Color maps after discussion.</p> <p>Diagram Alexander's conquests using circles to represent armies and arrows to represent movement. Students will list synonyms for retreat and attack and use these words in sentences about Alexander's army.</p>	

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.3 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H,P)</p>	<p>Resources <u>Streaming videos</u> http://streaming.discoveryeducation.com/ <u>Adventures: Life in Rome</u> <u>Journals Through History: Ancient Rome: The Eternal City</u> <u>Journals Through History: Ancient Rome: Building an Empire</u> Ancient Roman Pairs-review game http://www.schoolhistory.co.uk/quizzes/pairs/ancientrome.htm Mr. Donn’s Ancient Rome Page http://rome.mrdonn.org/dailylife.html Roman Newspaper Project http://www.sfusd.k12.ca.us/sch618/RomanLinks/RomanNewspaperMainPage.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>Literacy Elements:</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Have students:</p> <p>Make an idea web with Life in Rome in the center connected to smaller circles labeled School, Toys, Games and Food. Students should add phrases or sentences to the web while gathering information from different sources.</p> <p>Create short plays, working in groups that depict crucial moments in the history of the Roman republic.</p> <p>Report the television news at the time of the</p>	<p>Summarize Roman political and cultural features. Describe those features uniquely associated with classical Roman civilization. Compare/contrast these with similar features of other civilizations – most notably Greece and the modern world. Identify examples of art or architecture as representative of classical Rome. Describe how Roman government was republican in nature and to give examples of how its structure helped reflect republican principles today.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.3 Summarize the significant political and cultural features of the classical Roman civilization, including its concepts of citizenship, law, and government; its contributions to literature and the arts; and its innovations in architecture and engineering such as roads, arches and keystones, and aqueducts. (H,P)</p>	<p>Rome's Achievements Powerpoints http://ancienthistory.pppst.com/rome/achievements.html</p> <p>Books <u>Emperors and Gladiators</u> by Anita Ganeri</p> <p><u>Gladiator</u> by Richard Ross Watkins</p> <p><u>City: A Story of Roman Planning and Construction</u> by David McCaulay</p>	<p>Roman Empire. Tell how the republic became an empire and how it was governed.</p> <p>Write a persuasive essay urging Roman architects and builders to use concrete, a new building material.</p>	

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.4 Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire's decline. (G,H,E)</p>	<p>Resources</p> <p>The Emperor Augustus: Walk the Plank Game http://www.schoolhistory.co.uk/games/walk/walk_augustus.html</p> <p>Ancient Rome Jeopardy and Games http://ancienthistory.pppst.com/rome/jeopardy.html</p> <p>Ancient Rome for Kids-The Barbarians/Rome Falls http://rome.mrdonn.org/barbarians.html</p> <p><u>Civilizations: Abuse of Power: Augustus the Sacred One</u> http://streaming.discoveryeducation.com/</p> <p><u>Civilizations: Abuse of Power: The Life and Times of Julius Caesar</u> http://streaming.discoveryeducation.com/</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>H. Construct maps ,graphs ,tables , and diagrams to display social studies information</p> <p>G. Make and record observations about the physical and human characteristics of places</p> <p>E. Explain change and continuity overtime</p> <p>Have students:</p> <p>Write a series of diary entries explaining what is happening in the empire during the fall. Make sure that the dates on the entries correspond with the dates of the invasions.</p> <p>Write a newspaper report describing the change of title given to Octavian. Explain what Augustus means and how he had all the powers of an emperor.</p> <p>Write a report as if they were a television reporter sent back in time to cover the assassination of Julius Caesar. Read the report to the class as if they were on the evening news.</p>	<p>Explain the rise and fall of the Roman Empire.</p> <p>Compare or interpret causes (and/or effects) to determine which one(s) were most important.</p> <p>Identify the areas where the Roman Empire expanded and explain why this expansion occurred.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.4 Explain the expansion and the decline of the Roman Empire, including the political and geographic reasons for its growth, the role of Julius Caesar and Augustus, and the internal weaknesses and external threats that contributed to the Empire's decline. (G,H,E)</p>		<p>Draw a diagram that looks like a hill on construction paper. They will recall the highest point of the Roman Empire from the lesson about the decline of the Roman Empire. They will list their ideas at the top of the hill. On the downside of the hill, they will record events that caused the decline of the empire.</p> <p>Create illustrated time lines, or cause and effect charts to depict the events that happened during the expansion and the decline of the Roman Empire.</p>	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.5 Summarize the significant features of the classical Indian civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics. (H,G)</p>	<p>Resources</p> <p>History for Kids: India http://www.historyforkids.org/learn/india/people/index.htm</p> <p>Survive the Flood Game http://faculty.plattsburgh.edu/margaret.campion/seconded/Dawn/surviveflood.htm</p> <p>Experiencing India's Caste System Game http://www.quia.com/rr/10103.html</p>	<p>G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Have students:</p> <p>Write a short essay about India's caste system. Describe what it is and discuss the beliefs that created it. Finally, describe how the caste system is changing.</p> <p>Research information about Ancient India. Create three groups: Religious Art, Sanskrit Literature, and Scientific Advances. Each group will make a poster or mural to illustrate the main points of their topic. Divide into four groups. Each group will read, discuss, and summarize the significant features of the classical Indian Civilization, including the caste system and contributions to the modern world in literature, the arts, and mathematics</p>	<p>Explain the significance of the caste system in the development of classical Indian civilization.</p> <p>Describe how the caste system was an expression of basic Hindu beliefs.</p> <p>Summarize the characteristics of Indian cultural expressions (art, literature, etc.) and to be able to identify examples/nonexamples of this work.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.6 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H,G,E)</p>	<p>Resources</p> <p>Websites</p> <p>Mr. Donn’s Silk Road- information http://china.mrdonn.org/silkroad.html</p> <p>Impressive Inventions of Chinese-information http://www.internet-at-work.com/hos_mcgrane/china/eg_china_3a.html</p> <p>Books</p> <p><u>The Silk Route: 7,000 Miles of History</u> by John S. Major and Stephen Fieser</p> <p><u>Stories From The Silk Road</u> by Cherry Gilchrist and Nilesh Mistry</p>	<p>H. Construct maps, graphs, tables and diagrams to display social studies information</p> <p>G. Make and record observations about the physical and human characteristics of places</p> <p>E. Explain change and continuity over time</p> <p>Have students:</p> <p>Research information about the Silk Road. Organize students into four groups: Places, People, East to West goods, and West to East goods. The Places group will draw a map that shows the Silk Road and important cities along the route. The People group will create or find images of the people who traveled the route, the animals that carried cargo and the trade caravan. The Goods groups will create or find images of items traded along the route. Have students create a collage of the Silk Road by places images on the map.</p> <p>Picture a visit to a silk-making operation in Ancient China. Have them write a letter home describing the process.</p>	<p>Summarize the value the Silk Road to the success of Chinese civilization.</p> <p>Infer the reason for the development of the Silk Road.</p> <p>Locate and identify it on a map.</p> <p>Compare these contributions and defend which was the most important – either to China and/or to the world.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-2.6 Summarize the significant features of the classical Chinese civilization, including the Silk Road and contributions to the modern world such as gunpowder, paper, silk, and the seismograph. (H,G,E)</p>		<p>Trace the origins of the Silk Road on a physical map to determine the reasons for its location. They will pretend that they are merchants. They will answer questions such as: What do you see? Describe the land.</p> <p>Explain why travelers might have chosen this route for the Silk Road.</p> <p>Belief Systems Along the Silk Road- Lesson Plan http://www.askasia.org/teachers/lessons/plan.php?no=48&era=&grade=&geo=</p> <p>Lesson Plan: Trade Along the Silk Roads- Make an illustrated atlas of Silk Road trade goods http://www.askasia.org/teachers/lessons/plan.php?no=54&era=&grade=&geo=01</p> <p>Lesson Plan for <u>The Silk Route</u>- interactive activities using information in the book, <u>The Silk Route</u> http://www.montgomeryschoolsmd.org/curriculum/socialstd/files/lessons/econ-geog-books/Silk_Route.html</p>	

Standard 6-3: The student will demonstrate an understanding of the Middle Ages and the emergence of nation-states.

Recommended Days of Instruction	3 days
--	---------------

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, and the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E,H,P)</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p>Websites Mr. Donn's Feudalism-information http://medievaleurope.mrdonn.org/feudalism.html</p> <p>Powerpoint Presentations on Feudalism-information http://middleages.pppst.com/feudalism.html</p> <p>The Middle Ages: Feudal Life-information http://www.learner.org/interactives/middleages/feudal.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>E. Explain change and continuity over time</p> <p>F. Ask geographic questions: Where is it located? Why is it there? What is significant about its location? How is its location related to that of other people, places, and environments?</p> <p>H. Construct maps ,graphs, tables, and diagrams to display social studies information</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p>	<p>Examine the relationship between feudalism and the development of monarchies and nations-states, particularly in Western Europe. Describe the feudal characteristics and connecting these characteristics to the developing European political structure. Recognize and detail the hierarchical nature of the system.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, and the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E,H,P)</p>	<p><u>Streaming videos</u> http://search.discoveryeducation.com</p> <p>Medieval Times: Life in the Middle Ages (1000-1450 A.D.)</p> <p>Living History: Living in Medieval Europe</p> <p>Books</p> <p><u>The Door in the Wall</u> by Marguerite de Angeli</p> <p><u>Adventures in The Middle Ages</u> by Linda Bailey</p> <p><u>How Would You Survive in The Middle Ages?</u> by Fiona Macdonald</p> <p><u>...If You Lived in the Days of the Knights</u> by Ann McGovern</p>	<p>Have students:</p> <p>Pretend they are a traveler from a distant country visiting a manor in France during the era of feudalism. Write a letter home describing the feudal system to your family. Include the role of the king, the knights, women, vassals, and serfs.</p> <p>Draw a concept map with feudalism in the middle in a circle and four lines coming out of it. On each of the four lines write monarch, lord, knight and serf. Draw three lines coming out of each of those and write three facts about each. Pick one of the people and write a descriptive paragraph along with an illustration.</p> <p>Describe Feudalism. Using a chart, they will list and describe the different levels of feudalism in small groups. Students will draw a pyramid and place at the top of the chart the people who were considered at the highest level and at the middle and the lowest level. They then will tell the duties at each level.</p> <p>Research the roles of women living within the feudal system. Have them write a short play or skit to illustrate their findings, and present it for the class.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.1 Explain feudalism and its relationship to the development of European nation states and monarchies, including feudal relationships, the daily lives of peasants and serfs, and the economy under the feudal/manorial system, and the fact that feudalism helped monarchs centralize power. (E,H,P)</p>		<p>Feudalism Web Quest http://mhsweb.ci.manchester.ct.us/Library/webquests/feudalism.htm</p> <p>Feudalism Lesson Plans http://westernreservepublicmedia.org/middleages/feudalism.htm</p>	

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.2 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P,H)</p>	<p>Resources</p> <p>British Library Treasures in Full: Magna Carta-information http://www.bl.uk/treasures/magnacarta/index.html</p> <p>Magna Carta Powerpoints http://middleages.pppst.com/rise-of-monarchies.html</p> <p>The Magna Carta-information http://www.archives.gov/exhibits/featured_documents/magna_carta/</p> <p>American Constitution: The Road from Runnymede-Segment: The Magna Carta http://search.discoveryeducation.com</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Imagine that they are nobles in the time of King John. Each group will write its own Magna Carta with 10 demands that students would impose on the king. The demands should be patterned after those of the Magna Carta. Ask students to compare and contrast their lists with the demands in the Magna Carta.</p> <p>Imagine that they are reporters witnessing King John signing the Magna Carta. Have each student write an article describing the historic</p>	<p>Explain the impact of the Magna Carta on the development of England's government.</p> <p>Identify and describe key principles of the Magna Carta.</p> <p>Evaluate and determine which principle(s) is most important.</p> <p>Recognize the impact of the Magna Carta on feudalism and determine its role/impact in establishing representative government.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.2 Explain the development of English government and legal practices, including the principles of the Magna Carta, its effect on the feudal system, and its contribution to the development of representative government in England. (P,H)</p>		<p>event and its significance.</p> <p>Chart the powers that King John had before the Magna Carta and the limits that the document imposed. Then, they will write a personal opinion paragraph about whether or not the Magna Carta was a fair and necessary document.</p> <p>Write a news bulletin announcing the signing of the Magna Carta. Describe its contents and why it is newsworthy. Students will write bulletins in small groups on a poster.</p>	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.3 Summarize the course of the Crusades and explain their effects, including their role in spreading Christianity and in introducing Asian and African ideas and products to Europe. (H,G,E)</p>	<p>Resources</p> <p>Fling the Teacher Interactive Game http://www.schoolhistory.co.uk/games/fling/crusades/index.shtml</p> <p>Mr. Donn's Crusades Page- information http://medievaleurope.mrdonn.org/crusades.html</p> <p>Effects of the Crusades- information http://medievaleurope.mrdonn.org/effects_of_the_crusades.html</p> <p>Lesson Plan on The Crusades http://westernreservepublicmedia.org/middleages/crusade_crusades.htm</p> <p>Books</p> <p><u>You Wouldn't Want to be a Crusader!</u> by Fiona Macdonald</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information E. Explain change and continuity over time</p> <p>Lesson Ideas-Have students: Pretend that they are on a Crusade. Using a map of the Crusades and other information, write a journal for a period of several days. Write a 30 second radio commercial to recruit knights to fight in the Crusades. Students should come up with a slogan to persuade knights to fight.</p> <p>Trace the movement and route of the first crusade, THE SEIGE of ANTIOCH on a map. Write and perform a skit showing a European merchant preparing to travel to markets along the trade routes to obtain foreign goods. They will include plans the merchant made for traveling and for the goods he hoped to bring back.</p>	<p>Exemplify the effects of the Crusades, especially as these effects relate to the spread of Christianity and/or the introduction of ideas and products into Europe from Asia and Africa.</p> <p>Identify, interpret, and/or detail the execution of the Crusades.</p> <p>Hypothesize and defend ideas on the economic changes that took place in Europe due to the Crusades.</p>

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.4 Explain the influence of the Roman Catholic Church in Europe, including its role in spreading Christianity and the fact that monasteries affected education and the arts by founding universities and preserving ancient language and learning. (H,G)</p>	<p>Resources</p> <p>Religions of the World: Christianity Segments: The Spread and Branching of Christianity and The Monastic Tradition http://search.discoveryeducation.com</p> <p>Mystery in the Middle Ages: Monks and Monasteries http://www.xtec.es/crle/02/middle_ages/alumne/scene1/activity10/activity_10.htm</p> <p>Daily Life of a Monk in the Middle Ages http://www.middle-ages.org.uk/daily-life-monk-middle-ages.htm</p> <p>The Making of a Medieval Book http://www.getty.edu/art/exhibitions/making/</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>H. Construct maps ,graphs ,tables , and diagrams to display social studies information G. Make and record observations about the physical and human characteristics of places</p> <p>Lesson Ideas-Have students:</p> <p>Write an advertisement to entice people to join the monastic life by describing the role of various members in a monastic community including the benefits of monastic life.</p> <p>Draw a cluster diagram with The Church in the center circle. In the surrounding circles write the subtopics Society and Politics, Monks and Friars, Universities, and The Arts. Do research on each topic and list two or three facts for each subtopic. Use the information in the cluster diagram to write a summary paragraph about the church in the Middle Ages.</p>	<p>Exemplify influence on education and the arts and the spread of Christianity.</p> <p>Hypothesize as to how education and learning would have differed without the Church.</p> <p>Summarize the role of monasteries and defend their importance in the preservation of a Christian culture in Western Europe.</p>

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe, and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G,H,E)</p>	<p>Resources</p> <p>The Black Death: A Play http://www.catalog.socialstudies.com/c/article.html?article@JWW162A+af@donn</p> <p>Interactive Map of the Spread of the Plague http://www.wadsworth.com/history_d/templates/student_resources/0534600069_spielvogel/InteractiveMaps/swfs/map11_1.html</p> <p>The Black Plague for Kids http://medievaleurope.mrdonn.org/plague.html</p> <p>The Black Death music video www.teachertube.com</p> <p>World History: The Medieval Era Segment: Europe's Bubonic Plague http://search.discoveryeducation.com</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>E. Explain change and continuity over time. G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Color a map of Europe showing the spread of the disease through Europe by using different colors for the different years.</p> <p>Draw an illustration using rats, fleas and humans to show how the disease began and spread to others.</p> <p>Research the approximate number of people who died from the bubonic plague in Europe (or the percentage of the population). Compare the numbers to the population of South Carolina and to the entire United States today. Students will discuss the effect that the loss of such a large part of the population would have on the daily lives of individuals and on society as a whole.</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.5 Use a map to illustrate the origins and the spread of the bubonic plague through Central Asia, China, the Middle East, and Europe, and explain the impact of the plague on society, including the plague's effect on people's daily lives, its role in bringing an end to the feudal system, and its impact on the global population. (G,H,E)</p>	<p>The Black Death, 1348 http://www.eyewitnesstohistory.com/plague.htm</p> <p>The Black Death: Bubonic Plague http://www.themiddleages.net/plague.html</p>	<p>Pretend that they are a doctor during the outbreak of the plague. Describe what you see for an article in a local newspaper.</p> <p>Design posters that might have been posted along roads leading to towns that were infested with the plague. The posters will be used to warn people of the dangers.</p> <p>Make a chart listing causes and effects of the bubonic plague. How it effected people's daily lives, its role in bringing an end to the feudal system, and impact on the global population</p>	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-3.6 Explain the contributions that the Byzantine Empire made to the world, including the Justinian Code and the preservation of ancient Greek and Roman learning traditions, architecture, and government. (H,G)</p>	<p>Resources</p> <p>World History: The Medieval Era Segment: The Byzantine Empire http://search.discoveryeducation.com</p> <p>Understanding Primary Sources: The Justinian Code http://www.eduplace.com/ss/hmss/7/unit/act1.1.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas-Have students:</p> <p>Create an atlas focusing on the Byzantine Empire. Students will create a list of facts for their atlas page. Students' maps should show Constantinople and major waterways.</p> <p>Write and deliver short speeches about Justinian and his contributions to the Byzantine Empire. They will tell what they consider his most important accomplishment as they give their speeches and why was that one so valuable.</p> <p>Create an atlas focusing on the Byzantine Empire. Students will create a list of facts for their atlas page. Students' maps should show Constantinople and major waterways.</p> <p>Compare and contrast the Justinian Code with other codes of law such as the Code of Hammurabi.</p>	

Standard 6-4: The student will demonstrate an understanding of changing political, social, and economic cultures in Europe, Asia, Africa, and the Americas.

Recommended Days of Instruction	5 days
--	---------------

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.1 Compare the features and major contributions of the African civilizations of Ghana Mali, and Songhai, including the influence of geography, long-distance trade, and Islam on their social, cultural, and economic development. (H,G,E)</p>	<p><u>STANDARD SUPPORT DOCUMENT</u> www.ed.sc.gov/apps/csos/standards/socsd_hs.cfm?</p> <p><u>Websites</u></p> <p><u>Ancient Mali</u>-information http://geocities.com/CollegePark/Classroom/9912/ancientmali.html</p> <p><u>Mr. Dowling's African Trade Page</u>-information http://www.mrdowling.com/609-trade.html</p> <p><u>Africa for Kids</u>- information http://africa.mrdonn.org/index.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places. H. Construct maps ,graphs, tables, and diagrams to display social studies information F. Ask geographic questions: Where is it located? Why is it there? E. Explain change and continuity over time</p> <p>Lesson Ideas: Have students-</p> <p>Create a map of West Africa that depicts routes of the trans-Saharan caravan trade. Discuss the dangers that traders encountered along these routes, such as the harsh living conditions.</p> <p>Write a report as though you were a news reporter at the time that witnessed the amazing journey of Mansa Musa and his followers on their journey to Mecca.</p>	<p>Identify and locate the basic ecological zones of West Africa. Name the major resources associated with these zones. Explain the cause-and-effect relationship between trade in these products and the economic prosperity of the three kingdoms. Summarize the sequential rise and fall of these kingdoms.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.1 Compare the features and major contributions of the African civilizations of Ghana, Mali, and Songhai, including the influence of geography, long-distance trade, and Islam on their social, cultural, and economic development. (H,G,E)</p>	<p><u>PBS Kids' Africa</u>-interactive http://www.pbs.org/wonders/Kids/kids.htm</p> <p><u>History Mystery Game-West African Kingdoms</u>-interactive http://teacher.scholastic.com/history/myst/start.asp?Game=48</p> <p><u>Regions of the World: Africa Segment-History and Human Geography</u> http://streaming.discoveryeducation.com/</p> <p><u>Books</u>-Read alouds</p> <p><u>The Leopard's Drum: An Asante Tale from West Africa</u> By Jessica Souhami</p> <p><u>Zomo the Rabbit: A Trickster Tale from West Africa</u> By Gerald McDermott</p> <p><u>Anansi the Spider: A Tale from the Ashanti</u> By Gerald McDermott</p>	<p>Imagine that you have traveled with a caravan across the Sahara. Write and illustrate a descriptive one-page travelogue about the experience.</p> <p>Locate the Sahara, Ghana, and Wangara on a map. After locating Ghana, answer the question-Why being in the middle might be beneficial to them? What problems might traders from the Sahara and Wangara have had if they could not trade in Ghana?</p> <p><u>Trekking to Timbuktu-Lesson Plan: Research Timbuktu and complete activities using the internet</u> http://edsitement.neh.gov/view_lesson_plan.asp?id=499</p> <p><u>African Odyssey Arts and Education Resources</u>-Lesson Plans and related links on Africa http://artsedge.kennedy-center.org/aoi/lessons/artsedge.html</p>	<p>Identify the ways in which Islam spread in the three kingdoms, and interpret Islam's influence.</p> <p>Compare the features and major contributions of the West African civilizations of Ghana (at its height from the 8th-12th centuries A.D.), Mali (dominant from c. 1235-1470), and Songhai (dominant from c. 1470-1591), including the influence of geography, long-distance trade, and Islam on their social, cultural, and economic development.</p>

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.2 Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade. (H,G,E)</p>	<p><u>Websites</u></p> <p><u>History of Woodblock Printing</u>-information http://www.computersmiths.com/chineseinvention/blockprint.htm</p> <p><u>Gun and Gunpowder</u>-information http://www.silk-road.com/art1/gun.shtml</p> <p><u>Discovering China-Interactive</u> http://library.thinkquest.org/26469/gather/interactive/quiz/chinesecontributions/quiz.html</p> <p><u>Book</u></p> <p><u>The Silk Route: 7,000 Miles of History</u> by John S. Major</p> <p><u>Look What Came From China!</u> By Miles Harvey</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>E. Explain change and continuity over time G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas: Have students- Pretend they are a servant in the great palace in China as Marco Polo is preparing to leave to return home to Italy. Make a list of the items that he would pack in his baggage and speculate about why he thinks those things are important.</p> <p>Research the history of gunpowder and explain the impact of this invention on warfare. Infer what the ancient Chinese would think of the expanded use of this invention.</p> <p>Imagine they are a captain on a barge in the Grand Canal. The barge is traveling from the countryside to the city and back. Write a captain's log with three entries. The first entry</p>	<p>Infer the importance Chinese civilization placed on learning and knowledge. Compare the impact of woodblock printing on China with that of movable type printing on Europe nine hundred years later. Explain the connection between the Chinese view of the world and its tradition of artistic expression.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.2 Summarize the features and major contributions of China, including its golden age of art and literature, the invention of gunpowder and woodblock printing, and commercial expansion and the rise of trade. (H,G,E)</p>	<p><u>Video</u> <u>What the Ancients New: Chinese</u> http://streaming.discoveryeducation.com/</p>	<p>should be a list of items on board the ship as it heads for the city. The second should be a description of the city and its people. The third entry should be a list of items being taken back to the countryside. Share your list with your classmates.</p> <p>Make a list of facts on index cards about the major contributions of China, its golden age of art, inventions, and trade. After reviewing fact cards, play the jeopardy game. Write one question from the cards to place on another index card for the game. The answer will be on the back. Points from the game will determine a group winner.</p> <p><u>Trade along the Silk Roads – Lesson Plan</u> http://www.askasia.org/teachers/lessons/plan.php?no=54</p> <p><u>Lesson Plan for The Silk Route: 7,000 Miles of History</u> http://www.montgomeryschoolsmd.org/curriculum/socialstd/files/lessons/econ-geog-books/Silk_Route.html</p> <p><u>On the Road with Marco Polo-Lesson Plan- Students will trace the routes of Marco Polo</u> http://edsitement.neh.gov/view_lesson_plan.asp?id=488</p>	

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.3 Summarize civilization, the features and major contributions of the Japanese including the Japanese feudal system, the Shinto traditions, and contributions in literature and the arts. (H,E)</p>	<p>Resources</p> <p>Streaming videos http://streaming.discoveryeducation.com/</p> <p><u>World History: The Medieval Era – Segment – Japan’s Samurai Warriors</u></p> <p><u>Asia: Tradition and Culture Segment: Ancient Warriors</u></p> <p><u>Horsepower: Harnessed for War Segment-The Samurai Warrior</u></p> <p>Website <u>Shinto article</u> http://en.wikipedia.org/wiki/Shinto</p> <p>Book <u>The Ghost in the Tokaido Inn</u> by Dorothy and Thomas Hoobler (novel that takes place in 18th century Japan)</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>H. Construct maps, graphs, tables, and diagrams to display social studies information E. explain change and continuity over time</p> <p>Lesson Ideas: Have students-</p> <p>Create a pyramid that compares the members of the various classes in feudal Japan (e.g., shogun, samurai, peasants) with one another. Include the characteristics, privileges, and expectations of each class.</p> <p>Read the summary of <u>The Tale of Genji</u>. (http://www.taleofgenji.org/summary.html). Design a book jacket for <u>The Tale of Genji</u>. Include an illustration and title on the front cover; a brief summary of the book’s content on the inside flaps; the title, author, and publisher on the spine; and comments and quotes about the book’s importance on the back cover.</p> <p><u>Feudal Japan-List of lesson plans</u> http://www.coreknowledge.org/CK/resrcs/lessons/598FeudalJapan.htm</p>	<p>Exemplify Buddhist and Shinto influences on Japanese art forms. Classify members of the society in terms of their position in the feudal structure, Compare the Japanese feudal system with that of Europe. Explain the influence of geographic factors on Japan’s religious beliefs and artistic expression.</p>

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H,G,E,P)</p>	<p><u>Websites</u></p> <p><u>Inca Mummies</u>-information http://www.nationalgeographic.com/inca/</p> <p><u>The Mesoamerican Ballgame</u>-interactive http://www.ballgame.org/main.asp?section=5</p> <p><u>The Awesome Aztecs for Kids</u>-information http://aztecs.mrdonn.org/index.html</p> <p><u>The Incredible Incas for Kids</u>-information http://incas.mrdonn.org/index.html</p> <p><u>The Mysterious Mayas</u>-information http://mayas.mrdonn.org/empire.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places H. Construct maps, graphs, tables, and diagrams to display social studies information P. Locate, gather, and process information from a variety of primary and secondary sources</p> <p>Lesson Ideas: Have students-</p> <p>Pretend that you have been called on to direct a tour of one of the major cities in Mesoamerica. Write an itinerary identifying and describing the sites the tour will visit.</p> <p><u>Early Civilizations in Mesoamerica-lesson plan</u>-Students will compare the Ancient America civilizations</p> <p>http://www.duke.edu/~kvh4/preparing%20for%20teaching/final%20mesoamerica%20plan.htm</p>	<p>Compare the political and economic systems of the three civilizations.</p> <p>Infer from their inventions and architectural achievements, the importance of mathematics, science, and geography.</p> <p>Compare the decline and eventual demise of each of the civilizations.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.4 Compare the significant political, social, geographic, and economic features and the contributions of the Aztec, Mayan, and Incan civilizations, including their forms of government and their contributions in mathematics, astronomy, and architecture. (H,G,E,P)</p>	<p><u>The Explorers: Ancient Civilizations of Mexico; The Maya and the Aztec</u> http://streaming.discoveryeducation.com/</p> <p><u>Book</u> <u>Rain Player</u> by David Wisniewski</p>	<p><u>Conquistadors – Teaching Guide: list of lessons on different explorers</u> http://www.pbs.org/opb/conquistadors/teachers/teachers.htm</p> <p><u>Maya and Inca Webquest</u> http://coe.fgcu.edu/students/webb/meso/index.htm</p>	

Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G,H)</p>	<p>Resources-Websites</p> <p>Islam for Kids http://www.woodlands-junior.kent.sch.uk/homework/religion/Islam.htm</p> <p>Islam for Children http://atschool.eduweb.co.uk/carolrb/islam/islamintro.html</p> <p>Islamic History And Civilizations http://www.islamfortoday.com/history.htm</p> <p>Books</p> <p><u>Saladin: Noble Prince of Islam</u> by Diane Stanley</p> <p><u>Islam (Eyewitness Books)</u> by Caroline Stone</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>H. Construct maps ,graphs ,tables , and diagrams to display social studies information</p> <p>G. Make and record observations about the physical and human characteristics of places</p> <p>Lesson Ideas: Have students-</p> <p>Create a poster that lists the important beliefs, guidelines, and practices of Islam. Decorate the poster to look like an official set of rules. Include the Five Pillars of Islam and guidelines for behavior.</p> <p>Imagine that they work in public relations for a patron of Muslim scholars and you promote the scholars' contributions to math and science. Create a print advertisement promoting one of the Muslim advances in math or science. Focus on how the advance helps people or improves their lives. Use catchy phrases and incorporate visuals or</p>	

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-4.5 Summarize the characteristics of the Islamic civilization and the geographic aspects of its expansion. (G,H)</p>	<p><u>The Rise of Islam</u> (Biographical History) by John Child</p>	<p>graphics into the ads.</p> <p>Design a website with four links titled "Who is Muhammad?" "What is Islam?" "The Islamic Empires" and "Islamic Achievements". Write four or five sentences for each link. Design the website on paper or online. Focus the website on children and keep the text simple. Use vivid language and bright colors to keep the reader interested.</p> <p>Make a list of the technology used in the Islamic world. Create a collage from magazine photographs that represent some of these technologies, such as stars for astronomy.</p> <p>Make a Venn diagram comparing and contrasting the technology of today to the technology of the Islamic world.</p>	

Standard 6-5: The student will demonstrate an understanding of the development and the impact of the Renaissance and the Reformation on Europe and the rest of the world.

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P,G,E)</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/csos/standards/socsd_hs.cfm?</p> <p>Websites</p> <p><u>Effects of the Crusades-</u> information http://medievaleurope.mrdonn.org/effects_of_the_crusades.html</p> <p><u>Renaissance Connection-</u> interactive information http://www.renaissanceconnection.org/index2.cfm</p> <p><u>Effects of the Crusades-</u> information http://www.middle-ages.org.uk/effects-of-crusades.htm</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places. P. Locate, gather, and process information from a variety of primary and secondary sources including maps E. Explain change and continuity over time</p> <p>Lesson Ideas</p> <p>The Crusades: Cultural Diffusion-Lesson Plan http://www.socialstudies.com/c/article.html?article@WCB131B+af@donn</p> <p>Have students use the information from the following website, http://library.thinkquest.org/18110/ to create a play about the interaction between the</p>	<p>Categorize ways in which the Crusades acted as both a passive and an active conduit of cultural exchange between European Christians and Muslims.</p> <p>Summarize or explain both the interaction that took place in the Crusades and the spread of the Renaissance.</p> <p>Students could detail the connection between the outcomes of the Crusades and the weakening of the Church and national monarchs.</p> <p>Describe the</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.1 Summarize the origins of the Renaissance and its spread throughout Europe, including interaction between Europeans and Muslims during the Crusades, political and economic changes, developments in commerce, and intellectual and artistic growth. (P,G,E)</p>		<p>Muslims and the Christians during the Crusades. They will divide into two groups, one group representing the Muslims and one representing the Christians.</p>	<p>common features of the northern Italian city-states that helped birth the Renaissance, and/or summarize their role as a springboard for intellectual originality and artistic self-expression.</p>

Recommended Days of Instruction	5 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.2 Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments of the Italians in art, music, literature, and architecture (H)</p>	<p>Resources</p> <p><u>Exploring the Renaissance (1350-1650)</u> http://streaming.discoveryeducation.com/</p> <p><u>Mr. Dowling-The Renaissance-</u> information http://www.mrdowling.com/704renaissance.html</p> <p><u>A Virtual Field Trip to Renaissance Florence</u> http://www.activehistory.co.uk/Miscellaneous/free_stuff/renaissance/frameset.htm</p> <p><u>Renaissance Online Quiz</u> http://www.quia.com/quiz/244212.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places. P. Locate, gather, and process information from a variety of primary and secondary sources including maps E. Explain change and continuity over time H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas: Have students-</p> <p>Pretend they are an average man or woman living in Florence during the early 1400's. They have decided to start writing a journal about the changes they are seeing. Have them use their imagination to create stories about specific events. Use the textbook or the internet to research the time period. The journal should contain at least five entries. Have them share their journal with the class when completed.</p>	<p>Recognize Florence's geographic location as a prime factor in its economic prosperity. Explain the connection between this wealth and the outpouring of Italian artistic creativity. Describe characteristics of Renaissance art, architecture, and literature and identify cases where these characteristics are exemplified. Compare classical, medieval, and Renaissance art or architecture so as to identify or explain features such as realism, perspective and <i>chiaroscuro</i>.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.2 Summarize the features and contributions of the Italian Renaissance, including the importance of Florence and the accomplishments of the Italians in art, music, literature, and architecture. (H)</p>	<p>Books</p> <p><u>Eyewitness: Renaissance</u> by <u>Alison Cole</u></p> <p><u>Kids During the Renaissance (Kids Throughout History)</u> by <u>Lisa A. Wroble</u></p>	<p><u>Renaissance and Reformation Lesson Ideas</u></p> <p><u>http://www.cps.ci.cambridge.ma.us/curric/Edtech/fletcher%20maynard%20unity/CPS%20Technology%20Enhanced%20Unit-Renaissance%20and%20Reformation.htm</u></p>	

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.3 Explain the significance of humanism and the revival of classical learning in daily life during the Renaissance, including the effect of humanism on education, art, religion, and government. (P)</p>	<p>Resources</p> <p><u>Mr. Dowling-Humanism-</u> information http://www.mrdowling.com/704-humanism.html</p> <p><u>Math and Culture: The Renaissance- Segment: Cultural Reawakening</u> http://streaming.discoveryeducation.com/</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>Lesson Ideas: Have students-</p> <p>Find three works of art from the Middle Ages that demonstrate the purely religious nature of art, and three works from the height of the Renaissance that demonstrate man's new position. Make a poster with these works of art.</p> <p>Make a fact chart to list facts about humanism and it's revival of classical daily life during the Renaissance, including the effect of humanism on education, art, religion, and government.</p> <p><u>Humanism in the Renaissance-</u>lesson plans and ideas http://www.renaissanceconnection.org/lesson_humanism.pdf</p>	<p>Demonstrate the impact of humanism and/or revival in classical learning on daily life. Compare the effects of humanism with classical learning in terms of impact or to have students compare the impact of either these forces on any one (or all) of the areas impacted – i.e. the impact of humanism on art. Hypothesize about the probability of a "Renaissance" without the elements of humanism or a revival in classical learning.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.4 Identify the key figures of the Renaissance and the Reformation and their contributions, including Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther. (H)</p>	<p>Resources</p> <p><u>Artists of the Italian Renaissance</u> - information http://library.thinkquest.org/2838/artgal.htm?tqskip1=1&tqtime=0305</p> <p><u>WebMuseum- Michelangelo</u>- pictures and information http://www.ibiblio.org/wm/paint/author/michelangelo/</p> <p><u>Michelangelo Buonarroti</u> - information http://www.michelangelo.com/buon/bio-index2.html</p> <p><u>Leonardo's Mystery Machines</u> – interactive game http://www.mos.org/sln/Leonardo/LeosMysteriousMachinery.html</p> <p><u>Animated Hero Classics: Leonardo da Vinci</u> http://streaming.discoveryeducation.com/</p>	<p>Literacy Elements</p> <p>G. Make and record observations about the physical and human characteristics of places. P. Locate, gather, and process information from a variety of primary and secondary sources including maps E. Explain change and continuity over time H. Construct maps, graphs, tables, and diagrams to display social studies information</p> <p>Lesson Ideas: Have students-</p> <p>Choose a person from the Renaissance to research. Become an expert on this person's life. Read, and take notes on the subject. Make a poster or PowerPoint about the person and dress the part of the person to present.</p> <p><u>Personalities of the Renaissance</u>-lesson plan: Students will write a biography about an important person of the time period. http://www.mcrel.org/compendium/activityDetail.asp?activityID=157</p> <p><u>Johannes Gutenberg and the Printing Press</u> – lesson plan: Students will research information to create a timeline of his life. http://www.education-world.com/a_lesson/00-2/lp2178.shtml</p>	

Recommended Days of Instruction	2 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.5 Provide examples of developments in the Renaissance that had a lasting impact on culture, politics, and government in Europe, including advances in printing technology and improved understanding of anatomy and astronomy. (P,G)</p>	<p>Resources</p> <p><u>Part Two: Science, Invention, Architecture, Exploration, and Religious Reform</u> http://streaming.discoveryeducation.com/</p> <p><u>Reformation Interactive Quiz</u> http://www.quia.com/quiz/219540.html</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>P: Locate, gather, and process information from a variety of primary and secondary sources including maps.</p> <p>G: Make and record observations about the physical and human characteristics of places</p> <p>Lesson Ideas: Have students-</p> <p>Pretend they are newspaper reporters during the time of the Renaissance. Have them write an article summarizing the latest scientific theories.</p> <p>Make a diagram showing one scientific theory, such as how Earth revolves around the sun.</p> <p>The Printing Press – lesson plan: Students will gain an understanding of how the printing press changed the lifestyle of people during the Renaissance. http://www.education-world.com/a_tsl/archives/00-2/lesson0019.shtml</p>	<p>Categorize Renaissance achievements and evaluate them in terms of their enduring influence, especially as this influence relates to printing, anatomy, and astrology.</p> <p>Compare the impact of the various achievements on culture and politics.</p> <p>Summarizing the impact of either the Renaissance in general or of specific achievements associated with this movement.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-5.6 Explain the principal causes and key events of the Reformation, including conflicts surrounding the Roman Catholic Church, the main points of theological differences, the regional patterns of the religious affiliations involved, and the key events and figures of the Counter Reformation. (P,G)</p>	<p>Resources</p> <p><u>Protestant Reformation (1517-1575)</u> http://streaming.discoveryeducation.com/</p> <p><u>The Reformation Online-</u> information http://www.reformation.org/</p> <p><u>PBS-Martin Luther-</u>interactive information http://www.pbs.org/empires/martinluther/</p> <p><u>95 Theses-</u>primary document http://www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html</p>	<p>Literacy Elements</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps E. Explain change and continuity over time</p> <p>Lesson Ideas: Have students-</p> <p>Write a speech that they would give to a group of people arguing about religious differences. How would you propose resolving the issue?</p> <p>Pretend that they are Martin Luther or some other opponent of Church practices. Prepare an argument criticizing the corrupt and unholy practices of the Church leaders at that time. Present your argument to the class.</p>	<p>Compare the doctrines and practices of the Roman Catholic Church with the complaints of reformers such as Martin Luther. Summarize the basic theological concerns of the Reformation. Analyze these issues using a cause-effect model. Evaluate the response of the Catholic Church to the Reformation and summarize the different expressions of this response over time and/or location. Compare the reforms suggested by Luther (and other original reformers) to those eventually undertaken by the Catholic Church</p>

Content Area	6 th Grade Social Studies		
Standard 6-6: The student will demonstrate an understanding of the age of European Exploration and settlement in the New World.			
Recommended Days of Instruction	4 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-6.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G,E)</p>	<p>STANDARD SUPPORT DOCUMENT www.ed.sc.gov/apps/cso/standards/socsd_hs.cfm?</p> <p><u>Columbus' Lost Ships – interactive</u> http://www.shipsofdiscovery.org/columbus.htm</p> <p><u>Map of Sixteenth Century Explorers-interactive</u> http://edition.cnn.com/SPECIALS/1999/millennium/16/map/frame.set.exclude.html</p> <p><u>Interactive Exploration information and maps</u> http://library.thinkquest.org/J002678F/welcome.htm</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places. P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>Lesson Ideas-Have students:</p> <p>Identify and illustrate the principal routes of Dias, Columbus, Da Gama, Cabot, Vespucci, and Magellan and crew. They will work in groups of four. After discussion with the teacher about principal routes of exploration and trade, the groups will be given an outline map of the seven continents and oceans. They will then use different colored pencils, pens, or markers to label and illustrate the routes of the different explorations on their maps. Imagine that they are one of the European explorers. Have each student select a voyage</p>	<p>Indicate on a map of the world the primary trade and exploration voyages of the major European powers during this period.</p>

Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-6.1 Use a map to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration. (G,E)</p>		<p>and route from which they would like to imagine writing a postcard home to family and friends. On one side of the postcard, students should illustrate a scene from their current location. On the other side, they should write details about where they are, whom they are with and what they are doing. They should also make up an address for where they are sending the postcard. Students will then present the postcards to the class.</p> <p><u>Age of Discovery – list of activities and lessons</u> http://www.mariner.org/educationalad/ageofexploration/activities.php</p>	

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-6.2 Compare the incentives of the various European countries to explore and settle new lands. (P,G,E)</p>	<p>Resources</p> <p><u>Tudor Exploration-interactive</u> http://www.nmm.ac.uk/TudorExploration/NMMFLASH/</p> <p><u>Why Explorers Explored-information</u> http://library.thinkquest.org/J002678F/why.htm</p> <p><u>Exploration-information and review games</u> http://www.pwcs.edu/marshall/Exploration.htm#REVIEW_TIME</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>P. Locate, gather, and process information from a variety of primary and secondary sources including maps</p> <p>G. Make and record observations about the physical and human characteristics of places</p> <p>E. Explain change and continuity over time</p> <p>Lesson Ideas-Have students:</p> <p>Create an advertisement for a voyage of discovery to search for new trade routes to India, China and Southeast Asia. The ad should persuade people to join the adventure and provide information about the trip.</p> <p><u>European Exploration-Webquest</u> http://www.kn.att.com/wired/fil/pages/webeurexplomc.html</p>	<p>Compare common motivations of exploration and settlement by the various European powers, and categorize these incentives in terms of economic, political, or social objectives. Apply or analyze where/why/how European nations explored and settled during this time period.</p>

Recommended Days of Instruction	3 days		
Indicator	Recommended Resources	Suggested Instructional Strategies	Assessment Guidelines
<p>6-6.3 Illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on people of these regions. (G,E)</p>	<p>Resources</p> <p><u>Columbian Exchanges-interactive information</u> http://daphne.palomar.edu/school/colexc.htm</p> <p><u>The Columbian Exchange-interactive</u> http://people.cohums.ohio-state.edu/odlin1/courses/571/columbex.htm</p>	<p>See Literacy Elements in the Social Studies Standards appendix</p> <p>G. Make and record observations about the physical and human characteristics of places E. Explain change and continuity over time</p> <p>Lesson Ideas: Have students-</p> <p>Select two European countries and create an annotated Venn diagram that highlights their reasons for exploring new lands.</p> <p>Research one of the diseases that were brought from Europe to the Americas: small pox, measles, or influenza. They will work in groups of four. Students will find out the history of the disease in the Americas and how the medical community has coped with it. They will then illustrate their findings with pictures, diagrams, or time lines</p> <p>Create a chart describing the many products and items that were given by the Europeans to the Amerindians, and the many products and items that were given by the Native Americans to the Europeans.</p>	<p>Compare river civilizations' religions Describe each civilizations' social classes Explain how political and social changes affected the development of each civilization Classify languages and writing systems for each river civilization Summarize how each civilization used division of labor or specialization Explain the development of different forms of government for major river valley civilizations.</p>