

# Social Studies Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLs and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards describe what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

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<b>Lower Township Elementary School District Social Studies Curriculum Pacing Guide</b>	
<b>Content Area: Social Studies</b>	
<b>Course Title: Ancient Civilization</b>	<b>Grade level: 6</b>
<b>Unit 1: Early Mankind</b>	<b>Chapters 1,2    10 days</b>
<b>Unit 2: Mesopotamia</b>	<b>Chapter 3        10 days</b>
<b>Unit 3: Egypt &amp; Kush</b>	<b>Chapter 4,5 to 10 days</b>
<b>Unit 5: Early Civilization of India &amp; China</b>	<b>Chapters 10, 11 15 days</b>
<b>Unit 4: Ancient Hebrews/Beginning of Christianity</b>	<b>Chapters 6,7,14 (lesson 2) 10 days</b>
<b>Unit 6: Holocaust and WWII Studies</b>	<b>Binder    15 days</b>
<b>Date Created: 7/8/2019</b>	<b>Board Approved On: 9/24/19</b>

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# Unit 1

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Early Mankind	<b>Unit 1:</b> Chapters 1 and 2
<b>Target Coure/Grade Level:</b> Sixth	<b>Timeline:</b> 2 weeks
<b>Unit Summary:</b> Using artifacts and fossils, archeologists and other scientists can tell us about how early hominids may have lived and what they may have looked like. Using their intelligence, early humans were able to use a wide range of resources from the environments. After the last Ice Age, people developed agriculture. Changes in agriculture that began before 7000 BC caused dramatic changes in societies. Improvements in agriculture allowed some farming villages to grow into towns, then cities, and eventually civilizations.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.1 US History: America in the World:</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> <li>● <b>9.1 21st -Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● Hunter/gatherers adapted to their physical environment using resources, the natural world. And technological advancements.</li> <li>● The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>● Classical civilizations (i.e., Greece, Rome, India, and China) developed and expanded</li> </ul>	

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into empires of unprecedented size and diversity by creating centralized governments and promoting commerce a common culture, and social values.

- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The relationships among technologies and the connections between technology and other fields of study.
- The cultural, social, economic and political effects of technology.

<b>Indicator #</b>	<b>Indicator</b>
6.2.8.a.1.a	Compare and contrast the social organizations, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian
6.2.8.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas and describe the impact of migration on their lives and on the shaping of societies
6.2.8.C.1.a	Describe the influence of the agricultural revolution

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	(e.g. the impact of food surplus from farming) on population growth and subsequent development of civilizations
6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherers and Agrarian societies
6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time
6.2.8.D.1.b	Describe how the development of both written and unwritten languages impacted human understanding, development of culture and social structure
6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior written records.
6.2.8.A.3.d	Compare the status (political, economic and social) of groups in the ancient world to those of people today and evaluate how individuals perceived the principles of liberty of equality then and now.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic and cultural systems of each of the classical civilizations and provided motivation for expansion
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication and the development of international trade centers
6.2.8.B.4.f	Explain how the geographics and climates of Asia,

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	Africa, Europe and the Americas influenced their economic development and interaction or isolation with other societies
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization and commercialization led to the rise of powerful states and kingdoms.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa, Europe and the Americas over time.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

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8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How do people learn about the distant past?</li> <li>● Why did early humans move from place to place?</li> <li>● Why did humans around the world develop different ways of life?</li> <li>● How did changes in the world’s climate at the end of the last ice age affect the way people got their food?</li> <li>● Why did early people begin to live together in villages?</li> <li>● How did early cities begin?</li> </ul> <p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● Early people adapted to their environment to survive.</li> </ul>	
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <b>Study the physical and cultural development of early humans.</b></li> <li>● <b>Read historical fiction to identify the characteristics of hunter-gatherer societies.</b></li> <li>● <b>Explain how the development of tools and fire helped early human communities.</b></li> <li>● <b>Describe what is known about the early humans through archaeological studies</b></li> </ul>	
<p><b>Integration of Technology: Use of the following resources:</b></p> <ul style="list-style-type: none"> <li>● Interactive Whiteboard, chromebooks, textbook, video, web quests, google docs, google classroom.</li> <li>● Students will access primary source work to analyze and interpret information.</li> <li>● Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard</li> <li>● Students will use active listening guides to analyze video from both the textbook and</li> </ul>	

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other sources.

- Students will utilize technological resources in order to create, explain, summarize, and validate information.

**Technology Resources:**

- <http://www.pbs.org>
- <http://brainpop.com>
- <http://mrdonn.org>
- <http://www.42explore2.com>
- <http://www.eharcourtschool.com>

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X

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CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Speech/story from the perspective of ...
- Graphic organizers
- Section quizzes
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Research posters, report projects, pamphlets
- Drawing conclusions from a video
- Developing a Group Discussion
- Design an ancient artifact
- Unit test (multiple choice, short answer, essay)
- Slide project (Google Doc)
- Newspaper article

**Summative Assessment:**

- Students will create a diorama that models as a relic/artifacts. Students will need to create a three-dimensional artifact and explains the history of the artifact.
- Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster,

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<p>or Google slide Presentation.</p> <ul style="list-style-type: none"> <li>• Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.</li> <li>• Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.</li> <li>• Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.</li> </ul>	
<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>	
<p><b>Alternative Assessment:</b> <i>Example: Create a concept map or infographic</i></p> <ul style="list-style-type: none"> <li>• Quiz; homework; classwork</li> </ul>	
Activities	Materials
Chapter 1 (2 days) Map and Globe Skills	map/ globe/worksheet
<p>(2 days) Hunters &amp; Gatherers roles Story - Maroo of the Winter Caves Identify the continents -make a timeline of migrations Bingo Vocabulary Persuasive Speech as a leader of a group. You want to migrate across a land bridge to find a new home.</p>	<p>Create tools; artifacts from backyard Writing response to write the next scene. Trace steps on map of early humans;</p> <p>Vocab definitions; bingo chart; Paper</p>
<p><b>Teacher Notes:</b></p>	

## Unit 2

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Mesopotamia	<b>Unit:</b> 2 Chapter 3
<b>Target Course/Grade Level:</b> Sixth	<b>Timeline:</b> 10 days
<b>Unit Summary:</b> Like some other major river systems, the Tigris and Euphrates Rivers gave rise to an early civilization. Some Sumerian cities grew into city-states, which led to an early civilization in Mesopotamia. People in Mesopotamia, especially the Sumerians, accomplished many achievements. The Sumerian cities were centers for trade, religion, and government. Competition for resources gave rise to early empires in Mesopotamia. L	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"><li>● <b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li><li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li><li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li><li>● <b>9.1 21st -Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li></ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"><li>● Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River {modern Pakistan and northwestern India}, and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.</li><li>● Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments</li></ul>	

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- and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
  - Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.
  - The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
  - The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
  - While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
  - Understand and use technology systems.
  - Select and use applications effectively and productively.
  - Apply existing knowledge to generate new ideas, products, or processes.
  - Create original works as a means of personal or group expression.
  - Advocate and practice safe, legal, and responsible use of information and technology.
  - Demonstrate personal responsibility for lifelong learning.
  - Exhibit leadership for digital citizenship.
  - Plan strategies to guide inquiry.
  - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
  - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
  - Process data and report results.
  - Identify and define authentic problems and significant questions for investigation.
  - Plan and manage activities to develop a solution or complete a project.
  - Collect and analyze data to identify solutions and/or make informed decisions.
  - Use multiple processes and diverse perspectives to explore alternative solutions.
  - The cultural , social, economic and political effects of technology.

Indicator #	Indicator
6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
6.2.8.B.a	Determine the extent to which geography influenced settlement the development of trade networks, technological innovations, and the sustainability of early river valley

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	civilization.
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specializations, improved weaponry, trade, and the development of a class system in early river valley civilization..
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal systems.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced

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	the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expression.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow the greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.

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6.2.8.B.4.e	Analyze the motivation for civilization to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate

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	citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How did the world’s major river systems support the development of early civilizations?</li> <li>● What were the world’s first city-states like?</li> <li>● What were the achievements of people in Mesopotamia?</li> <li>● What was daily life like in a Sumerian city-state?</li> <li>● How did the first empires develop in Mesopotamia?</li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● Early cultures often borrowed ideas from other cultures but also developed ideas of their own.</li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● Analyze the social structures of the early civilizations of Mesopotamia.</li> <li>● Locate the major rivers systems where the earliest civilizations developed.</li> </ul>	

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- Describe the physical settings that supported permanent settlements and early civilizations.
- Explain the relationship among city-states
- Understand the religious beliefs of people in city-states
- Explain how the Mesopotamians were able to achieve all they did.
- Describe the development of Sumerian writing.
- Describe the role of government, trade, social order, and religion of Sumerian people.
- Describe how the first empires developed.
- Explain the significance of the Code of Hammurabi
- Describe the accomplishments of the first empires.

**Integration of Technology:**

- Use of the following resources: Interactive whiteboard, Google docs, google classroom, laptops, chromebooks, online databases, textbooks, video, web qu
- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the Textbook and other sources.

**Technology Resources:**

- <http://www.pbs.org>
- <http://brainpop.com>
- <https://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
- <https://www.42explore2.com/mesopot.htm>
- <https://www.mrdonn.org/>
- <http://www.eharcourtschool.com/>

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

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**Integration of 21st Century Skills through NJSL 9:**

Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X

**Evidence of Learning**

**Formative Assessment:**

- Speech/story from the perspective of...
- Graphic organizers

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- Section quizzes
- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Summative essay
- Research posters, pamphlets, papers, etc.
- Drawing conclusions from a video (active listening guides)
- Illustration PowerPoint Presentations
- Venn Diagrams
- Newspaper article
- Writing a Song/Poem About...
- Writing a Recommendation...
- Developing a Group Discussion
- Design an ancient artifact
- Group/Individual Games

**Summative Assessment:**

- Options include:
- 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact.
- 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google Slides presentation.
- 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
- 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
- 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.
- 6. Unit Test (multiple choice, short answer, essay E

**Benchmark Assessment:**

- na

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quizzes, Homework, Classwork assignments

Activities	Materials
Locating major river/ finding color key	Map and crayons

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Concept map on Sumerian achievements	Graphic organizer
Writing/reading Cuneiform	Worksheet; clay; toothpicks
Understanding Code of Hammurabi activity	Discussion about Rules of the classroom; list most important and why?
<b>Teacher Notes:</b>	

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**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies (add to list as needed)**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

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<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

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<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep Strategies (add to list as needed)</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objectives are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons

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	<p>focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
<b>Jigsaw</b>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>
<b>Multiple texts</b>	<p>The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.</p>
<b>Alternative assessments</b>	<p>After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).</p>
<b>Modified Assessments</b>	<p>Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.</p>
<b>Learning contracts or Personal Agendas</b>	<p>A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite</p>

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	<p>similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.</p>
<b>Compacting</b>	<p>This strategy begins with a student assessment to determine the level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).</p>
<b>Literature circles</b>	<p>Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.</p>
<b>Learning Centers</b>	<p>A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.</p>
<b>Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe"</b>	<p>The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - arranged the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.</p>

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# Unit 3

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Egypt and Kush	<b>Unit 3: Chapter 4 and 5</b>
<b>Target Coure/Grade Level:</b> Sixth Grade	<b>Timeline:</b> 2 Weeks
<p><b>Unit Summary:</b> The physical setting of the Nile River supported permanent settlements and an early civilization in ancient Egypt. The belief that Egyptian kings were living gods helped them maintain their authority. In 2040 BC, strong leaders reunited Egypt, beginning the Middle Kingdom. Pharaohs of the New Kingdom of Egypt enlarged Egypt’s territory, expanded trade, and started massive building projects. The land of Nubia was rich in natural resources, hence building a strong economy based on trade. The Kushites built a new capital called Napata, near the fourth cataract.</p>	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> <li>● <b>9.1 21st -Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● Early river valley civilization (eg Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and</li> </ul>	

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advanced societies.

- Classical civilizations (ie Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized government and promoting commerce, a common culture, and social values
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- The emergence of empires (ie Asia, Africa, Europe, and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization,
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict
- While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
- Understand and use technology systems
- Select and use applications effectively and productively
- Apply existing knowledge to generate new ideas, products or processes
- Create original works as a means of personal or group expression
- Demonstrate personal responsibility for lifelong learning
- Exhibit leadership for digital citizenship
- Plan strategies to guide inquiry
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks
- Process data and report results
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project
- Collect and analyze data to identify solutions and/or make informed decisions
- Use multiple processes and diverse perspectives to explore alternatives
- The cultural, social, economic and political effects of technology

Indicator #	Indicator
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.C.2.a	Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

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6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.D.2.c	Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.
6.2.8.D.2.d	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.A.3.e	Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal systems.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used

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	technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in our around this time period (i.e., Buddhism, Christianity, Confuciansim, Hinduism, Islam, judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas

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	influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa (Islam), Europe and the Americas over time.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content

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8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How did the Nile River support early civilizations in ancient Egypt?</li> <li>● How was ancient Egypt's religion related to its society and its government?</li> <li>● How did Egypt change during and after the Middle Kingdom?</li> <li>● What achievements did the ancient Egyptians make during the New Kingdom?</li> <li>● What was the relationship between the civilizations of Kush and Egypt?</li> <li>● How did Kush's relationship with Egypt change over time?</li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● Early cultures often borrowed ideas from other cultures but often developed ideas of their own</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <b>Analyze the social structures of the early civilizations of Egypt.</b></li> <li>● <b>Describe the location and geography of the Nile River.</b></li> <li>● <b>Explain how geography affected political, economic, &amp; religious structures of the early civilizations of Egypt.</b></li> <li>● <b>Explain ancient Egypt's political structure.</b></li> <li>● <b>Describe the earliest uses of Egyptian writing.</b></li> <li>● <b>Describe early Egyptian architecture and art.</b></li> <li>● <b>Explain the major achievements of the Middle Kingdom.</b></li> </ul>	

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- **Describe Egyptian trade in the eastern Mediterranean and the Nile Valley.**
- **Explain the significance of Queen Hatshepsut and Ramses the Great.**
- **Explain how religion and government changed during the New Kingdom.**
- **Describe the structure of ancient Egyptian society.**
- **Locate and describe the physical settings of Nubia and Kush.**
- **Describe the relations between the cultures, governments and economies of Kush and Egypt.**
- **Analyze how the people of Kush went from being controlled by Egypt to conquering Egypt.**
- **Examine how the Kushites developed their own written language.**

**Integration of Technology:**

- Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online databases, textbooks, video, web quests, etc.
- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://www.pbs.org>
- <http://www.42explore2.com>
- <http://brainpop.org>
- <https://docs.google.com/document/d/10EahS6NNeFpIF9jL9N7ZuyPJ7vortXJCyoq4wiAfBBc/edit>
- <http://www.eharcourtschool.com/>
- <http://www.thinkcentral.com> (Unit 4)

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

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Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X
Evidence of Learning		
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Speech/story from the perspective of...</li> <li>• Graphic organizers</li> <li>• Section quizzes</li> </ul>		

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- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Summative essay
- Research posters, pamphlets, papers, etc.
- Drawing conclusions from a video (active listening guides)
- Illustration Google slides; Prezi
- Venn Diagrams
- Newspaper article
- Writing a Song/Poem About...
- Writing a Recommendation...
- Developing a Group Discussion
- Design an ancient artifact
- Group/Individual Games
- Unit Test (multiple choice, short answer, essay)

**Summative Assessment:**

- 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying "Museum Card" that explains the history of the artifact.
- 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google slide; prezi presentation.
- 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
- 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
- 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.

**Benchmark Assessment:**

- na

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quizzes; test; classwork; homework

Activities	Materials
Identify location and geography follow color key	Map and coloring tools
Try Egyptian writing	Worksheet;

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Pyramids web quest	Pyramid worksheet; fill in bricks
<b>Teacher Notes:</b>	

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# Unit 4

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> The Ancient Hebrews/Beginning of Christianity	<b>Unit:</b> 4 (chapters 6,7) (chapter 14; lesson 2)
<b>Target Course/Grade Level:</b> 6	<b>Timeline:</b> 2 weeks
<p><b>Unit Summary:</b> Abraham and Moses are important to the history of the ancient Hebrews and to the origins of Judaism. The Israelites settled in Canaan. In 928 BC, the kingdom of Israel split into two parts, Israel and Judah. In 722 BC, the Assyrian Empire conquered Israel. In 586 BC, the Babylonians destroyed Jerusalem and the Temple. They sent many Jews into exile in Babylon. After many years under Greek rule, the Jews regained control of Judaea. The Roman Empire took control of Judaea in 63BC. Jesus was a Jewish teacher who was born in 4 BC in Judaea. The apostles spread his teachings, which became the basis of Christianity.</p>	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> <li>● <b>9.1 21st -Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River {modern Pakistan and northwestern India}, and, later, Yellow River Valley in China) developed</li> </ul>	

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due to favorable geographic conditions. They created centralized systems of government and advanced societies.

- Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The cultural , social, economic and political effects of technology.

Indicator #	Indicator
6.2.8.D.2.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
6.2.8A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty

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	and equality then and now.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confuciansim, Hinuism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.C.4.b	Determine the extent to which interaction

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	between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.
6.2.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find

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	information to solve a real world problem
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● <b>Why was the development of Judaism by the ancient Hebrews important?</b></li> <li>● <b>How did Israel become a kingdom, and what changes did this bring for the Israelites?</b></li> <li>● <b>What people and events played an important part in changes in Israel?</b></li> <li>● <b>How did Judaism change under Babylonian and Persian rule?</b></li> <li>● <b>How did Judaism survive and develop from the 300's BC through the 100's AD?</b></li> <li>● <b>How did Christianity develop in the Roman Empire?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>● <b>Beliefs and customs played an important role in the development of the culture of the ancient Hebrews and Christians.</b></li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>● <b>Analyze the geographic, religious, economic, and social structures of the early Hebrews.</b></li> <li>● <b>Explain the significance of Abraham and of Moses in Jewish history. Describe the Exodus, and explain why it is important in Jewish history.</b></li> <li>● <b>Explain how the achievements of Saul, David, and Solomon lead to the growth of the kingdom of Israel and the Jewish religion.</b></li> <li>● <b>Describe what everyday life was like for the ancient Israelites after their</b></li> </ul>	

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**return from Canaan.**

- **Explain why the kingdom of Israel ended.**
- **Describe the changes that the fall of Israel brought for the Israelites and their culture.**
- **Describe the location of Jewish people in lands outside Canaan.**
- **Discuss the treatment of the Jewish people by the Babylonians and Persians.**
- **Explain how Judaism developed despite the scattering of Jews to other lands.**
- **Explain how Judaism survived after the Romans destroyed the temple in 70 AD. Tell about the life and teachings of Jesus.**
- **Describe the origins and spread of Christianity.**

**Integration of Technology:**

- Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online databases, textbooks, video, web quests, etc.
- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- [www.pbs.org](http://www.pbs.org)
- <http://brainpop.com>
- <http://www.42explore2.com>
- <http://mrdonn.org>
- <http://www.eharcourtschool.com/>

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

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Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X
Evidence of Learning		
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● Speech/story from the perspective of...</li> <li>● Graphic organizers</li> <li>● Section quizzes</li> <li>● Outlining</li> </ul>		

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- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Summative essay
- Research posters, pamphlets, papers, etc.
- Drawing conclusions from a video (active listening guides)
- Illustration Google Slides or Prezi Presentations
- Venn Diagrams
- Newspaper article
- Writing a Song/Poem About...
- Writing a Recommendation...
- Developing a Group Discussion
- Design an ancient artifact
- Group/Individual Games
- Unit Test (multiple choice, short answer, essay)

**Summative Assessment:**

- 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying “Museum Card” that explains the history of the artifact.
- 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or Google Slides/Prezi presentation.
- 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
- 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
- 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.

**Benchmark Assessment:**

- na

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quizzes, classwork, homework

Activities	Materials
Create a timeline of events and leaders	Poster, markers
Role play everyday life of the Israelites	Play scripts
Create an advertisement of the Roman Empire	Worksheet

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**Teacher Notes:**

# Unit 5

## Unit Overview

**Content Area:** Social Studies

**Unit Title:** Early Civilization of India and China

**Unit:** 5 Chapters 10 & 11

**Target Course/Grade Level:** Sixth Grade

**Timeline:** 3 weeks

**Unit Summary:** The ancient peoples of the Indian subcontinent lived with drought, rain, and floods. The Aryan migrations changed the way people lived in ancient India. Aryan customs and religion spread throughout the Indian subcontinent. In the 500's BC, Siddhartha Gautama founded Buddhism in India. In about 320 BC, Chandragupta Maurya united much of ancient India, creating the Maurya Empire. In about AD 320, the Gupta Empire rose, and India's Golden Age began. China's land and rivers shaped the development of ancient Chinese culture. China's early dynasties made many contributions to Chinese culture. Shi Huangdi unified northern China under the Qin dynasty, creating China's first empire. Han rulers such as Gaozu governed by combining Legalist and Confucian ideas.

## Learning Targets

### Standards

1. **6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
2. **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
3. **8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:** All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
4. **9.1 21st -Century Life & Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.

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**Content Statements**

- Early river valley civilizations (e.g Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.
- Classical civilizations (i.e. Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.
- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- Process data and report results.
- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.
- The cultural , social, economic and political effects of technology.

<b>Indicator #</b>	<b>Indicator</b>
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.A.3.a	Compare and contrast the methods used by

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	the rules of Rome, China and India to control and unify their expanding empires.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women and slaves and foreigners in the political, economic and social structures of classical civilizations.
6.2.8.A.3.e	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural civilizations and provided motivation for expansions.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India and Han China
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.
An6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e Buddhism, Christianity,

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	Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
6.2.8.A.3.a	Compare and contrast the methods (i.e. autocratic rules, philosophies and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empire.
6.2.8.A.3.b	Compare and contrast the rights and responsibilities of free men, women, slaves and foreigners in the political, economic, and social structures of classical civilizations.
6.2.8.A.3.d	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.B.3.e	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
6.2.8.C.3.a	Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
6.2.8.C.3.b	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for

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	greater division of labor.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical as they relate to power, wealth, and equality.
6.2.8.D.3.b	Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India and Han China
6.2.8.D.3.c	Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India and China over time.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.B.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication and the development of international trade centers.
6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe and Asia.
6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.

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6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural productions, population growth and commercialization led to the rise of powerful states and kingdoms.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

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8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How did the physical setting of the Indus River Valley make it possible for a civilization to form there?</li> <li>● How did Hinduism affect India's society?</li> <li>● How did Buddhism develop and spread?</li> <li>● How did the rise of empires change in India?</li> <li>● How did geography help shape early Chinese culture?</li> <li>● What lasting contributions did the Shang dynasty and Zhou dynasty make to China?</li> <li>● What did Shi Huangdi do to unite northern China?</li> <li>● What lasting impact did Han dynasty have on China's culture and government?</li> <li>● Who was Confucius and his fundamental teachings?</li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>● The people of ancient India and China had many ideas about society, religion, and government.</li> </ul>
<p><b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>● Describe the location and features of the Indus River Valley.</li> <li>● Explain how the Indus River supported the growth of India's early civilization and city-states.</li> <li>● Discuss the importance of the Aryan migrations. Lower Township School District Cape May, New Jersey - 30 - Social Studies/Grade 6 SS 13-14 SY Explain Brahmanism in ancient India and how Brahmanism develop into early Hinduism.</li> <li>● Outline the features of the caste system Describe the life and moral teachings of Buddha.</li> <li>● Compare and contrast Buddhism and other Indian religious traditions.</li> <li>● Explain how Buddhism spread throughout India, Ceylon, and central Asia.</li> <li>● Describe the growth of the Maurya and Gupta empires.</li> <li>● Compare the Ashoka changed government and religion in ancient India.</li> <li>● Describe the cultural achievements of India's Golden Age .</li> <li>● Explain the role of rivers in the development of early Chinese cultures.</li> <li>● Describe how geographic features helped shape life in ancient China.</li> </ul>	

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- **Identify how legends can provide information about life in ancient China.**
- **Describe the rise of the Shang dynasty.**
- **Explain how China society and government changed during the Zhou dynasty.**
- **Describe the basic teachings of Daoism and Confucianism.**
- **Describe Shi Huangdi's policies and rules.**
- **Explain the lasting influences of the Qin's dynasty and Huangdi's rule.**
- **Describe the Han's Confucian government and Wu Di's civil service.**
- **Summarize the political contributions and the cultural achievements of the Han.**
- **Explain the importance of the Silk Road.**

**Integration of Technology:**

- Use of the following resources: Interactive Whiteboard, Google Docs., Google slides, laptops, online databases, textbooks, video, web quests, etc.
- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

- <http://www.pbs.org>
- <http://www.42explore2.com>
- <http://brainpop.com>
- <http://mrdonn.org>
- <http://www.eharcourtschool.com/>
- <http://www.thinkcentral.com> (Unit 4)

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups
- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSL 9:**

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Career Ready Practices		
CPR1	Act as a responsible and contributing citizen and employee.	X
CPR2	Apply appropriate academic and technical skills	X
CPR3	Attend to personal health and financial well-being.	X
CPR4	Communicate clearly and effectively and with reason.	X
CPR5	Consider the environmental, social and economic impacts of decisions	X
CPR6	Demonstrate creativity and innovation.	X
CPR7	Employ valid and reliable research strategies.	X
CPR8	Utilize critical thinking to make sense of problems and persevere in solving them.	X
CPR9	Model integrity, ethical leadership and effective management.	X
CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
CPR12	Work productively in teams while using cultural global competence.	X
Evidence of Learning		
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Speech/story from the perspective of...</li> <li>• Graphic organizers</li> <li>• Section quizzes</li> </ul>		

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- Outlining
- Timelines
- Map skills
- Vocabulary term exercises
- Storyboard
- Summative essay
- Research posters, pamphlets, papers, etc.
- Drawing conclusions from a video (active listening guides)
- Illustration
- Google Slide Presentations
- Venn Diagrams
- Newspaper article
- Writing a Song/Poem About...
- Writing a Recommendation...
- Developing a Group Discussion
- Design an ancient artifact
- Group/Individual Games
- Unit Test (multiple choice, short answer, essay)

**Summative Assessment:**

- Options include:
- 1. Students will create a diorama that models as a relic/artifact for the Museum of Natural History. Students will need to create a three-dimensional artifact and an accompanying “Museum Card” that explains the history of the artifact.
- 2. Students can choose one important topic in the history of the civilization and conduct a short research project on it and present their discoveries as a written paper, poster, or google slide/ prezi presentation.
- 3. Students work independently or in groups to research one or more aspects of the civilization. Students will create a display of images and text explaining what they learned from their research.
- 4. Students can construct a comprehensive timeline and include both visuals and text that explain major events, leaders, and discoveries of the era.
- 5. Students can research artwork of the civilization and draw conclusions about the society using the images and what they have learned about the culture.

**Benchmark Assessment:**

- na

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Tests; classwork; homework; quizzes

Activities	Materials
Dynasty timeline	Chart paper

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The Great Wall web quest	worksheet ; chromebook
Inventions - Terra Cotta soldiers	Website; Journeys text;
<b>Teacher Notes:</b>	

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# Unit 6

Unit Overview	
<b>Content Area:</b> Social Studies	
<b>Unit Title:</b> Holocaust and World War II Studies	<b>Unit:</b> 6 (not in textbook)
<b>Target Course/Grade Level:</b> Sixth Grade	<b>Timeline:</b> 3 Weeks
<b>Unit Summary:</b> Review the historical context of the Holocaust and WWII including a timeline. Identify and analyze the applicable theories concerning human nature and behaviors (bias, discrimination, bullying, and prejudice) and distinguish between the message of social action and the roles of victim, perpetrator, bystander, and up stander (rescuer). To recognize that genocide is a consequence of prejudice and discrimination.	
Learning Targets	
<b>Standards</b>	
<ul style="list-style-type: none"> <li>● <b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</li> <li>● <b>6.3 Active Citizenship in the 21st Century:</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</li> <li>● <b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</li> <li>● <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological, design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> <li>● <b>9.1 21st -Century Life &amp; Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethic and organizational cultures.</li> </ul>	
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>● Classical civilizations (i.e., Greece, Rome, India, and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments</li> </ul>	

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and promoting commerce a common culture, and social values.

- Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.
- Classical civilizations declined as a result of internal weaknesses and external invasions, but they left a lasting legacy for future civilizations.
- The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.
- The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.
- While commercial and agricultural improvements created new wealth and opportunities for the empire, most people’s daily lives remained unchanged.
- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.
- Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions.
- Develop strategies to reach consensus and resolve conflict.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Recognize the causes and effects of prejudice on individuals, groups, and society
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

Indicator #	Indicator
6.2.8.A.3.d	Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
6.2.8.D.3.a	Compare and contrast social hierarchies in classical civilizations as they relate to power,

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	wealth, and equality.
6.2.8.D.3.d	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confuciansim, Hinduism, Islam, Judaism, Sikhism, and Taosim), their patterns of expansion,a dn their responses to the current challenges of globalization.
6.2.8.D.3.e	Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
6.2.8.A.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
62.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.D.4.a	Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical

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	structures had on the lives of various groups of people.
62.8.D.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living in Asia, Africa *Islam), Europe and the Americas over time.
6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying; and propose solutions to address such actions.
8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters, flyers) using one or more digital applications to be critiqued by professionals for usability
8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory
8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. Telecollaborative project, blog, school web)
8.1.8.D.2	Demonstrate the application of appropriate citations to digital content
8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property
8.1.8.D.4	Assess the credibility and accuracy of digital content
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse
8.1.8.E.1	Effectively use a variety of search tools and

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	filters in professional public databases to find information to solve a real world problem
8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision
8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• <b>Why do we study the Holocaust?</b></li> <li>• <b>What historical events contributed to the Holocaust?</b></li> <li>• <b>How did anti-Semitism develop?</b></li> <li>• <b>How did people respond to events of the Holocaust and what roles (perpetrator, victim, bystander, or rescuer) did they take?</b></li> <li>• <b>What is the basis of and distinction between prejudice, discrimination, and bias?</b></li> <li>• <b>How did German beliefs affect the treatment of the Jewish people?</b></li> </ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"> <li>• <b>The beliefs of people in a culture influence and drive their actions.</b></li> </ul>
<b>Unit Learning Targets (Outcomes)-</b> <i>Students will...</i> <ul style="list-style-type: none"> <li>• <b>Students will define and examine contemporary examples of prejudice, scapegoat, bigotry, discrimination and genocide.</b></li> <li>• <b>Students will define and examine the history of anti-Semitism. Students will form a generalization about Jewish life in Europe prior to the Holocaust.</b></li> <li>• <b>Students will develop a chronology of the Holocaust from 1933 to 1945.</b></li> <li>• <b>Students will analyze and form conclusions about the late 19th and early</b></li> </ul>	

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**20th century German politics that provided the seedbed for the rise of Nazism.**

- **Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.**
- **Students will assess their previous generalizations about human nature in light of the events of the Holocaust.**
- **Students will define resistance. Students will examine the major obstacles to defying and resisting Nazi authority.**
- **Students will consider the positive behavior associated with acts of courage, integrity and empathy.**
- **Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resistor and rescuer.**
- **Students will recognize that genocide is a consequence of prejudice and discrimination.**

**Integration of Technology:**

- Use of the following resources: Interactive Whiteboard, Microsoft PowerPoint, Microsoft Word, laptops, online databases, textbooks, video, web quests, etc.
- Students will access primary source work to analyze and interpret information.
- Students will utilize technological resources in order to create, explain, summarize, and validate information.
- Students will work cooperatively with classmates to test their knowledge using the interactive whiteboard.
- Students will use active listening guides to analyze video from both the textbook and other sources.

**Technology Resources:**

Access additional resources:

<http://www.pbs.org>

<http://www.42explore2.com>

<http://hartcourtschool.com> (The Learning Site: Text-Ancient Civilizations)

<http://mrdonn.org>

<http://brainpop.com>

<http://www.ushmm.org>

<http://thinkcentral.com> (Unit 4)

**Opportunities for Differentiation** (*Special Education, English Language Learners, At-Risk Students, 504 Plans and Gifted & Talented*):

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- ADD TO LIST AS YOU SEE NECESSARY

**Primary Interdisciplinary Connections:** Mathematics, Language Arts, Health, Science, Technology, Theatre and Visual Arts

**Integration of 21st Century Skills through NJSLS 9:**

Career Ready Practices		
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CPR10	Plan education and career paths aligned to personal goals.	X
CPR11	Use technology to enhance productivity.	X
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**Evidence of Learning**

**Formative Assessment:**

- Speech/story from the perspective of...
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**Benchmark Assessment:**

- na

**Alternative Assessment:**

*Example: Create a concept map or infographic*

- Quizzes, classwork, homework

<b>Activities</b>	<b>Materials</b>
Map skills - color Allies, Axis, neutral	Maps, color key
Vocabulary bingo	Bingo sheet; words to know

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Ladder of Prejudice powerpoint	Ladder
The Big Lie small reader with timeline activity and questions.	Protocol packet
<b>Teacher Notes:</b>	