6th Grade Social Studies
The Mapping of Man: Navigating Then and Now

Lawton C. Johnson Summit Middle School
Summit, NJ

Grade Level / Content Area:

6th Grade
Social Studies

Developed by
Jennifer Eisert
Jamie Walter
Warren Wannamaker
Lawton C. Johnson Summit Middle School
2010-2011

Revised by
Jennifer Eisert
Theresa Martin
Warren Wannamaker
Lawton C. Johnson Summit Middle School
2011-2012
Course Description

The sixth grade social studies program introduces students to the origins and development of world societies and culture. The course: The Mapping of Man, explores the ways in which geography influenced the origins of human civilization through an interdisciplinary and analytical approach. Additionally, the development and characteristics of culture, daily life, belief systems, transportation, economics, and communication systems will be covered as part of course study.

The historical foundation for this course allows for students to explore the needs and complexities of establishing civilizations, and will allow them to better analyze, interpret, and predict the successes and accomplishments of societies they will study in the future. The knowledge gained in this course will be applied in grade seven, as students begin to examine the ways in which early civilization development contributed to the rise and growth of the Unites States. In grade eight, students will broaden their global perspectives and explore the accomplishments and innovations of world civilizations and cultures.

Course content begins with a study of the characteristics of culture. These eight traits of culture are then applied to the human societies of prehistory, the ancient river valley civilizations of Mesopotamia, Egypt, India, and China, African trading states, and the classical civilizations of Greece and Rome. The geographic and cultural origins of these societies will be explored, as well as their daily life and social development.

The New Jersey Core Curriculum Content Standards for Social Studies are evident throughout this course of study. During the year, an emphasis will be placed on social studies and geography skills, as students investigate topics and interpret facts and ideas. Media presentations, short-term collaborative and individual projects, analytical reading assignments, writing, discussions, public speaking and presenting, cooperative learning, role play, map reading and interpretation, and data analysis are all essential elements of the program. Current events will be discussed as they relate to the curriculum and the development of the student’s ability to become critical thinking citizens in a democratic society.

Course of Study

This course follows a chronological development that begins with Prehistory and ends with the cultures in East and Southeast Asia:

Unit 1: Geography Skills & Eight Traits of Culture (4 weeks)
Unit 2: Prehistory & The Beginning of Human Society (3 weeks)

Unit 3: River Valley Civilizations (12 weeks)
(Ancient Mesopotamia, Egypt, India, & China)

Unit 4: Classical Civilizations (8 weeks)
(Ancient Greece & Rome)

Unit 5: Three Great Monotheistic World Religions (4 weeks)

Unit 6: African Trading States (3 weeks)

Course Description:

Unit 1: Geography & Elements of a Culture

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.

**Big Ideas**: Course Objectives / Content Statement(s)
- Five Themes of Geography
- A Geographer’s Tools
- Eight Traits of Culture

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do the Five Themes of Geography assist in explaining the formation and development of civilizations?</td>
<td>The Five Themes of Geography will be identified and explained. This information will help the students understand where and how civilizations form in one place vs. another.</td>
</tr>
</tbody>
</table>

What geographic tools do we use to study

The following geographic topics will be
the world and its people?

How do the Eight Traits of Culture help us understand the civilizations of the past and present?

introduced and/or reinforced: latitude & longitude, basic landforms & waterforms, and cardinal & intermediate directions.

The Eight Traits of Culture will be identified and explained with examples. The Traits are important because they will be used to examine and compare the civilizations and cultures we will be learning about throughout the year.

### Areas of Focus: Proficiencies

(Cumulative Progress Indicators)

Students will:

- **NJCCS (2009)**
- 6.1.4.B.1
- 6.1.4.B.2
- 6.1.4.B.3
- 6.1.4.B.4
- 6.1.4.B.10

### Examples, Outcomes, Assessments

**Instructional Focus: (4 Weeks)**

1. Basic Geography Skills & Five Themes of Geography (2 Weeks)
2. Eight Traits of Culture (2 Weeks)

**Sample Assessments:**

A. NJASK Style Summative Assessment

B. Create a Continent Project – Use the basic landforms and waterforms taught to design a continent where people could possibly live.

C. Create a Culture Project or collage based off of the students’ Create a Continent Project. Visuals will be used to illustrate the eight traits of culture.

**Instructional Strategies:**

1. Visuals of the landforms and waterforms will be presented to the students via a Powerpoint Presentation.

2. Create a foldable of the Eight Traits of Culture.

3. Create a mnemonic about the Five Themes of Geography and the Eight Traits of Culture.

4. Geography Scavenger Hunt- Students will proceed to stations to complete activities related to the five themes of geography.
5. Additional reflections, notes and worksheets will be processed in the students’ (ISN) Interactive Student Notebooks.

**Interdisciplinary Connections**
1. Students can read sections of the 6th grade language arts book *SeedFolks*, to identify traits of culture and themes of geography.

2. Students can write journal entries to identify characteristics of culture and geography that they see in their everyday life.

3. Students may read newspaper articles for context clues about traits of culture being discussed in the articles presented.

**Technology Integration:**
Use of Stratalogica and Google Earth to find different locations on the Earth. Possibly to preview the locations of the civilizations and cultures they will be learning about.

**Media Literacy Integration**
1. Students will identify the differences between primary and secondary sources.

**Global Perspectives:**
Seeing the World from the eyes of a Geographer.

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills
<table>
<thead>
<tr>
<th>21st Century Themes (as applies to content area):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>Civic Literacy</td>
</tr>
<tr>
<td>Health Literacy</td>
</tr>
</tbody>
</table>
## Unit 2: Prehistory & Beginning of Human Society

### Standard 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.

### Big Ideas: Course Objectives / Content Statement(s)
- Geographic Impact on People
- Settlement Patterns
- Development of Civilization
- Influence of Religion and Political Structures on Human Society

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What provocative questions will foster inquiry, understanding, and transfer of learning?</strong></td>
<td><strong>What will students understand about the big ideas?</strong></td>
</tr>
<tr>
<td>What characteristics define a civilization and how does this change over time?</td>
<td>Civilizations are designated as such because of certain characteristics that shift and evolve over time; these characteristics include governments, arts, and economic activity.</td>
</tr>
<tr>
<td>What was the relationship between early people and their environment?</td>
<td>Early people relied heavily on their environments for survival, and many early civilizations created social structures like public works systems and religions to relate to or explain their interactions with the environment.</td>
</tr>
<tr>
<td>How do time and place impact the development of a culture and/or civilization?</td>
<td>Civilizations either advance or regress with the passage of time and through interactions with other peoples based on their location.</td>
</tr>
<tr>
<td>What impact does migration have on the development of civilizations?</td>
<td>Through migration, civilizations may receive new technology and ideas, or may lose their grasp on power in a given area.</td>
</tr>
<tr>
<td>What influence have religion and political structures had on the development of a civilization?</td>
<td>Religion has served as the origin of and cause for action for various civilizations, and has served as a way for civilizations to be organized and governed. Political structures are formed to bring order to civilizations.</td>
</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
</tr>
<tr>
<td>NJCCS (2009)</td>
</tr>
<tr>
<td>6.2.8.A.1.a. 6.2.8.B.1.a 6.2.8.B.1.b</td>
</tr>
</tbody>
</table>

### Instructional Focus:

**Sample Assessments:**
- A. NJASK Style Summative Assessment
B. **History Alive!**, Unit 1, Lesson 3 –
Students will complete a Writing for Understanding activity to understand what life was like during the Neolithic Age.
Students will work in pairs to read about how life changed for people as they moved from hunting & gathering to farming.
Students will use this information to create a comic book highlighting those changes.

**Instructional Strategies:**

1. Analyze a map showing the migration of early humans and answer teacher-designed questions about the map and its meaning.

2. **History Alive!, Timeline Challenge 1 Early Humans** - This activity will have the students actually plot dates and see the changes in early society over time. Analysis of events will be answered through constructed responses.

4. Students will create cave drawing to show the development of man and his daily life.

5. Additional reflections, notes and worksheets will be processed in the students’ (ISN) Interactive Student Notebooks.

**Interdisciplinary Connections**

1. Integrating visual information with student-created descriptions of events to understand human knowledge of prehistory.

2. Identify key steps in a text’s description of a process related to prehistory and the study of prehistory.

**Technology Integration:**
Online Archaeology Dig- BBC Games

**Media Literacy Integration**
Students will respond to and evaluate the use of illustrations to support text

Students will use graphs, charts, and diagrams to report data.
Global Perspectives
Theories on how people originally moved about the earth.

<table>
<thead>
<tr>
<th>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</th>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Themes (as applies to content area):</td>
<td></td>
</tr>
<tr>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
<td></td>
</tr>
<tr>
<td>Civic Literacy</td>
<td></td>
</tr>
<tr>
<td>Health Literacy</td>
<td></td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>Communication and Collaboration</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td></td>
</tr>
<tr>
<td>Media Literacy</td>
<td></td>
</tr>
<tr>
<td>Life and Career Skills</td>
<td></td>
</tr>
</tbody>
</table>
Unit 3: River Valley Civilizations

**Standard 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.

**Big Ideas: Course Objectives / Content Statement(s)**
- Development of River Valley Civilization
- Geographic Impact on People
- Settlement Patterns
- Cultural Dimensions of Life

**Essential Questions**
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

<table>
<thead>
<tr>
<th>What impact did geography have on the development of the River Valley Civilizations?</th>
</tr>
</thead>
</table>

**Enduring Understandings**
*What will students understand about the big ideas?*

| Human-environment interaction has played a crucial role in developing civilizations including their food supplies, economic systems, housing, and belief systems. |
How do the traits of the River Valley Civilizations relate to time, location, and events?

What types of cross-cultural interactions did the River Valley Civilizations have and how did that influence their development?

How do the River Valley Civilizations express their beliefs, ways of thinking, and actions?

How do environmental issues that influenced the existence of Ancient River Valley civilizations—such as the need for water, desertification, and salinization—still influence these geographic regions today?

Based on historical record, how have children been treated in these regions of the world, and what are current concerns with children’s’ rights in these regions?

The civilizations of Mesopotamia, Egypt, India, and China develop and change as their civilizations grow and interact with other peoples.

River Valley civilizations interacted with one another and other peoples of the ancient world, which spurred the spread of trading, religious ideas, political developments, language, and other traits of civilization.

River Valley civilizations expressed their beliefs, ways of thinking, and actions through the development of languages, art, and oral tradition that were passed through the generations of those civilizations.

The world has and continues to undergo environmental changes that can have significant consequences on the people who rely on those environments. People may also utilize different means of trying to interact with and control their environments for their continued survival.

Many children have historically had a different role within society compared to other civilizations, and today children may have a drastically different way of life than children in the United States.

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJCCS (2009)</td>
<td>Instructional Focus: (12 Weeks)</td>
</tr>
<tr>
<td>6.2.8.A.2.a</td>
<td>Mesopotamia (3 Weeks)</td>
</tr>
<tr>
<td>6.2.8.A.2.b</td>
<td>Egypt (3 Weeks)</td>
</tr>
<tr>
<td>6.2.8.A.2.c</td>
<td>India (3 Weeks)</td>
</tr>
<tr>
<td>6.2.8.A.3.a</td>
<td>China (3 Weeks)</td>
</tr>
<tr>
<td>6.2.8.A.3.b</td>
<td></td>
</tr>
<tr>
<td>6.2.8.A.3.c</td>
<td></td>
</tr>
<tr>
<td>6.2.8.B.4.e</td>
<td></td>
</tr>
<tr>
<td>6.2.8.C.3.a</td>
<td></td>
</tr>
<tr>
<td>6.2.8.D.2.c</td>
<td></td>
</tr>
<tr>
<td>6.2.8.D.3.b</td>
<td></td>
</tr>
<tr>
<td>6.2.8.D.3.c</td>
<td></td>
</tr>
<tr>
<td>6.2.12.A.5.e</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Assessments:

A. NJASK Style Summative Assessment

B. Students will create a dialogue between individuals from different classes or civilizations regarding life and, if applicable, the differences between their ancient
cultures.

C. Students will write a compare and contrast essay regarding aspects of life in two or more of the River Valley Civilizations

D. Have students put together a photo book with captions (like the ones you can make online) tracing their ancient journey down one of the rivers of early river valley civilizations. Students may include photos and captions of their experiences, including interactions with caravans, government figures, religious services/events, trade vessels, etc.

**Instructional Strategies:**

1. History Alive!, Unit 1, Lesson 4 – This is a Group Response activity where the students learn the key challenges that took place when developing from a basic farming society into complex Sumerian city-states.

2. History Alive!, Unit 2, Lesson 9 - This is a Problem Solving Group Activity where the students will learn about what life was like for social classes in Egyptian society. Students research the social classes and then create interactive dramatizations that bring to life a typical day for the Egyptian social classes.

3. Model lesson on how to read a Historical Map. Students will learn the techniques need to understand the difference between a historical map and a present day map.

4. Model Lesson on Document-Based Questions. Students will read a selection from “The Code of Hammurabi” and write full sentence answers to teacher-designed questions.

5. History Alive!, Unit 3, Lesson 14 – Unlocking the Secrets of Mohenjo-Daro. Students will assume the role or archeologist to explore the site of Mohenjo-Daro in the Experiential Exercise. Students will work
at 8 research stations in which they examine an artifact and make their own hypotheses about its use. In conclusion, the class will discuss what the artifacts were really used for and draw conclusions about life in this ancient Indian site.

6. **History Alive!, Unit 4, Lesson 19- Geography and the Early Settlement of China.** Students will learn about the effect of geography on the early settlement of China. Students will read about and create a relief map of China’s five important geographic regions. In groups, they will use their posters to support various hypotheses regarding the influence of regional geography on the settlement of China.

7. The Nile and Egypt Today- Students will identify how Egypt has developed the Nile River over the last century, and the impact this development has had on Egyptians.

8. Child Labor Simulation- Students will participate in an activity that simulates what life is like for a child laborer, while learning about various aspects of child labor around the world.

**Interdisciplinary Connections:**
Model Lesson on the skill of Analyzing a Picture of Art – “Egyptian Tomb Art”. Students will learn how to analyze a picture of art in order to be able to answer questions about the topic and the details associated with it.

Utilizing key transition words to signify comparisons within an essay.

**Technology Integration:**

Comic Life with people from the different civilizations talking.

GarageBand to create a recorded conversation between members of different River Valley Civilizations

**Media Literacy Integration**
Students will demonstrate an awareness of different media forms and how they contribute to communication.

**Global Perspectives:**
See the world through the eyes of people of different cultures and social classes through time.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

21st Century Themes (as applies to content area):
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Unit 4: Classical Civilizations**

**Standard 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.

**Big Ideas: Course Objectives / Content Statement(s)**
- Foundation of formal governments
- Development of Classical Civilization
### Essential Questions

**What provocative questions will foster inquiry, understanding, and transfer of learning?**

<table>
<thead>
<tr>
<th>Question</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of governments developed in Ancient Greece and Rome?</td>
<td>A variety of governments, including dictatorships, tyrannies, direct democracies, and representative democracies developed in Ancient Greece and Rome during classical times.</td>
</tr>
<tr>
<td>What impact did geography have on the development of Ancient Greece and Rome?</td>
<td>Geography played an important role in the development of trade, diplomacy, war, and religion in Ancient Greece and Rome.</td>
</tr>
<tr>
<td>How did the Ancient Greek and Roman Civilizations form?</td>
<td>Greek and Roman civilizations formed through movement of people within Europe and the Mediterranean, the development and movement of other ancient civilizations within the area, and through the utilization of the region’s environment.</td>
</tr>
<tr>
<td>What types of cross-cultural interactions did Ancient Greece and Rome have and how did that influence their development?</td>
<td>Greeks and Romans interacted with other civilizations through activities such as economics, movement, warfare, and the spread of religion.</td>
</tr>
<tr>
<td>How can greater connections and interactions among civilizations and cultures cause economic changes to the goods and services provided within those civilizations?</td>
<td>Similar to the economic interactions of the Ancient Greeks and Romans with other civilizations, interactions among more recent civilizations have led to changes in the way raw material, labor, and goods and procured, developed, and marketed.</td>
</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Students will:</th>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NJCCS (2009)</strong></td>
<td><strong>Instructional Focus:</strong></td>
</tr>
</tbody>
</table>
Ancient Rome (4 weeks) |
| **Sample Assessments:**                                                                                                         | **A.** NJASK Style Summative Assessment                                                                 |
| A. Persuasive Essay- Law and Order: Ancient Rome Unit: Was the death of Julius Caesar justified?                               | **B.** Persuasive Essay- Could the end of the                                                                 |
| **C.** Persuasive Essay- Could the end of the                                                                                   | **D.** Persuasive Essay- Could the end of the                                                                 |
Roman Empire have been prevented?

D. Project- Rome Real Estate- Students will create an online real estate portfolio in an attempt to “sell” a famous Roman landmark. In the portfolio, students will utilize the themes of geography and traits of culture to create “selling points” of the landmark.

E. Project- “A Day in the Life of an Ancient Roman Teenager” Video Diary- Student will create a short video explaining how a teenager might have experienced various aspects of Ancient Roman life.

**Instructional Strategies:**

1. **History Alive!,** Geography Challenge 5- Ancient Greece. Students will read and interpret a map to learn about the physical geography of Ancient Greece and Persia and the conquests of Alexander the Great.

2. **History Alive!,** Unit 5, Lesson 25- Geography and the Settlement of Greece. Students will choose settlements in the landscape of Greece and explore ways for their settlements to survive, in order to understand the influence of geography on settlement and culture.

3. (Document-Based Question) A passage from “From Suetonius, The Divine Augustus” will be read and draw critical characteristics of Augustus from the passage.

4. **History Alive!,** Unit 6, Lesson 32- Geography and the Early Development of Rome. Students will read about the aspects of Etruscan and Greek culture that helped influence Roman culture. They will also learn about the location and physical setting of the early Roman civilization.

5. **Geography Alive!,** Unit 7, Lesson 28- The Global Sneaker. Students will identify where materials used in the production of sneakers are procured, why the materials and labor used in the production of sneakers is
diverse and spread out across the world, and how this production system affects prices and workers throughout the world.

**Interdisciplinary Connections**

a. Analyzing a Photograph of Art - “An Ancient Greek Vase”. The students will answer selected response questions based on what they see in the picture.

b. Persuasive Writing - Students will create a political commentary regarding either the switch from the Roman Republic to Empire, or concerning the expansion of Rome throughout the Mediterranean.

c. Students will utilize the Language Arts-based format concerning persuasive writing in the construction of their essay assessments.

**Technology Integration:**

iMovie about some aspect of classical life or government.

Google Documents to create online Real Estate Portfolio

**Media Literacy Integration:**

Understand uses of persuasive text related to advertising in society.

Identify the target audience for a particular program, story, or advertisement.

Use a rubric to evaluate the content of media presentation

**Global Perspectives:**

1. Cultural opinions of others in the classical world.

The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation
Unit 5: Three Great Monotheistic World Religions

**Standard 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.

**Big Ideas:** Course Objectives / Content Statement(s)
- Origins and spread of Judaism, Christianity, and Islam
- Geographic Impact on People
- Cultural Dimensions of Life

**Essential Questions**
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- What roles did politics, conquest, and environmental issues play in the development and spread of Judaism?
- What roles did politics, missionaries, and transportation play in the spread of Christianity?

**Enduring Understandings**
*What will students understand about the big ideas?*

- Judaism spread through Southwest Asia and Europe through the movement of peoples, the development of kingdoms and empires, and the emigration of peoples.
- Christianity spread through Southwest Asia, Europe and Northern Africa through the efforts of missionaries, traders, and government officials in the Roman Empire.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What roles did trade, conquests, and missionaries play in the spread of Islam?</td>
<td>Islam spread through Southwest Asia and Northern Africa through the efforts of merchants, scholars, and soldiers as they moved through this geographic region. Waterways and trade routes within the region helped to spread religions, while deserts and mountains could hinder this spread.</td>
</tr>
<tr>
<td>How did the geography of Southwest Asia, North Africa, and Europe help or hinder the spread of Judaism, Christianity, and Islam?</td>
<td>The religions had both beneficial and negative interactions, over time, with one another and other civilizations in Europe, Africa, and Asia. Through cultural activities like art, architecture, writing, and literature, adherents were able to express their feelings and religious beliefs.</td>
</tr>
<tr>
<td>How did the monotheistic religions interact with one another and other civilizations in various parts of the world?</td>
<td>Judaism, Christianity, and Islam have helped to unite groups, cities, countries, and civilizations through time, but have also played a role in causing tensions and conflicts among other groups of people throughout history.</td>
</tr>
<tr>
<td>What were varying ways that the religions developed cultural and religious expressions?</td>
<td>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</td>
</tr>
</tbody>
</table>
| How can religions be seen as factors for united or dividing individuals, groups, and civilizations? | **Instructional Focus:** 1. The Founding of Judaism (1 week) 2. The Origin of Christianity (1 week) 3. The Rise of Islam (1 week) **Sample Assessments:**  
A. NJASK Style Summative Assessment  
B. “Choosing My Religion”: Students will create a persuasive project describing why a religion would be beneficial for a person to join. **Instructional Strategies:** 1. Analyze a Historical Map on the Spread of Judaism, Christianity, and Islam. Students will study a map on the topic and answer selected response questions in order to understand why these religions spread as |
2. Origins of Judaism, Christianity, and Islam- students will read about, create illustrations for, and make presentations about the origins of the three religions.

3. Tenants of the religions- Students will create graphic organizers that explain the tenants of the religions that they have learned about.

4. Timeline Challenge- working in pairs, students respond to a series of questions that lead them to complete and analyze a timeline on the creation and development of the religions.

5. Religion Roundtable- Students will prepare and present arguments that explain how religion can be unifying or divisive. Students will utilize materials and information presented in class to help them craft their arguments.

Interdisciplinary Connections:

Types of numbers (Roman, Arabic, etc.) and their uses throughout the world.

Calendars- how each religion maintains records of their religion’s history.

Technology Integration: Use of Google Earth and Stratelogica in assessing the unit.

Media Literacy Integration:

Discuss the emotional impact of visual images and how they aid understanding.

Use media to communicate visual and verbal messages for a specific purpose (e.g. to inform, entertain, persuade).

Global Perspectives:

The spread of Judaism, Christianity, and Islam outside of Europe, Southwest Asia, and Northern Africa.
The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.

**21st Century Skills:**
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information Literacy
- Media Literacy
- Life and Career Skills

**21st Century Themes (as applies to content area):**
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

**Unit 6: African Trading States**

**Standard 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.

**Big Ideas: Course Objectives / Content Statement(s)**
- Geographic impact on People
- Development and Impact of ancient economies
- Comparison of West Africa civilizations
- Impact of Cross-Cultural Communications

### Essential Questions
*What provocative questions will foster inquiry, understanding, and transfer of learning?*

<table>
<thead>
<tr>
<th>Question</th>
<th>Enduring Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What impact did geography have on the development of the African Trading States?</td>
<td>The geography of Africa created pathways and barriers to the development and interactions of the African Trading States. This resulted in the development of unique civilizations in various parts of Africa.</td>
</tr>
<tr>
<td>What are some of the challenges that the African Trading States faced as a result of interaction with other cultures?</td>
<td>Through trade, African states were able to develop unique economic systems, languages, and cultures.</td>
</tr>
<tr>
<td>How did the development of trade and an economic system affect the people of the African Trading States?</td>
<td>African civilizations developed through an increase in resources and wealth to their regions from trade and economic development.</td>
</tr>
<tr>
<td>What factors contributed to the building of strong civilizations in West Africa?</td>
<td>Civilizations in West Africa developed through a sufficient environment, natural resources, and cultural traits like family, labor specialization, trade, religion, and government.</td>
</tr>
<tr>
<td>How are raw materials from Africa—such as diamonds, oil, and coltan—used today, and how are the issues and conflicts related to these materials similar to the issues and conflicts caused by the gold and salt trade of historical Africa?</td>
<td>Abundant amounts of materials from Africa are used in many different facets of American life, and a desire for these materials has helped to cause conflicts and human rights crises in different parts of Africa.</td>
</tr>
</tbody>
</table>

### Areas of Focus: Proficiencies (Cumulative Progress Indicators)

<table>
<thead>
<tr>
<th>Examples, Outcomes, Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Focus:</td>
</tr>
<tr>
<td>1. Kingdoms of West Africa (1.5 weeks)</td>
</tr>
<tr>
<td>2. Kingdoms and trading states of East Africa (1.5 Weeks)</td>
</tr>
<tr>
<td>Sample Assessments:</td>
</tr>
<tr>
<td>A. NJASK Style Summative Assessment</td>
</tr>
<tr>
<td>B. Students will create a diary of an African trader, which will describe the terrain that a</td>
</tr>
</tbody>
</table>
trader would need to cross in Africa, as well as the importance of the goods being traded by the diary’s writer.

C. African Postcard Project- Students can create a postcard written from one of the West African Empires that describes the key facts and activities within the Empire.

**Instructional Strategies:**

1. Analyzing a First Hand Account - “The Geographer, al-Bakri”. The students will construct responses based on teacher-designed questions about the reading.

2. Analyzing Informational Graphics – “The Kingdoms of West Africa”. The students will answer selected response questions based on the information displayed in the chart. When finished, they will write an extended response comparing and contrasting the three Kingdoms presented in the Graphic Organizer.

3. **History Alive!, Activity 2.1- Trading Gold for Salt in West Africa.** Students will reenact the trading of gold and salt between North Africans, the Soninke of Ghana, and the Wangarans of the western Sudan to understand the factors that helped Ghana, Mali, and Songhai become trading empires.

4. African Ruler Baseball Card- Students will create “baseball cards” for African rulers that describe the important events and activities concerning each of the rulers.

5. Cell phones, Playstations, and You- Students will identify major mineral and natural resources of Africa, and how they positively and negatively affect the lives of Africans and Americans. Students will then craft ways to describe these influences to a larger public, and persuasive arguments to describe any changes that Americans should make to change these effects on Americans and Africans for the better.

**Interdisciplinary Connections:**
a. Describe how a text presents information (e.g. sequentially, comparatively, causally, etc)

b. Picture prompt related to salt trading and its effects on West Africa today.

**Technology Integration:**

Stratalogica & Discovery Education Online

**Media Literacy Integration:**

Use graphs, charts, and diagrams to report data

Interpret verbal and nonverbal messages reflected in personal interactions with others.

Understand the uses of technology in communication

**Global Perspectives:**

How the natural resources of Africa have influenced world economies throughout time.

<table>
<thead>
<tr>
<th>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</th>
<th>21st Century Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Creativity and Innovation</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td></td>
<td>Communication and Collaboration</td>
</tr>
<tr>
<td></td>
<td>Information Literacy</td>
</tr>
<tr>
<td></td>
<td>Media Literacy</td>
</tr>
<tr>
<td></td>
<td>Life and Career Skills</td>
</tr>
<tr>
<td>21st Century Themes (as applies to content area):</td>
<td>Financial, Economic, Business, and Entrepreneurial Literacy</td>
</tr>
<tr>
<td></td>
<td>Civic Literacy</td>
</tr>
<tr>
<td></td>
<td>Health Literacy</td>
</tr>
</tbody>
</table>
There will not be a primary textbook for this course. Readings, activities, and worksheets will come from a collection of resources. Some of which are listed below.


Geography Alive Kit: *Geography Alive* by Teacher’s Curriculum Institute
*Textbook
*Transparencies Book
*Interactive Student Workbook
*Lesson Guide Book – Vol. 1 & 2
*Placards

History Alive Kit: *The Ancient World* by Teacher’s Curriculum Institute
*Textbook
*Transparencies Book
*Interactive Student Workbook
*Lesson Guide Book – Vol. 1 & 2
*Placards

History Alive Kit: *The Medieval World and Beyond* by Teacher’s Curriculum Institute
*Textbook
*Transparencies Book
*Interactive Student Workbook
*Lesson Guide Book – Vol. 1 & 2
*Placards