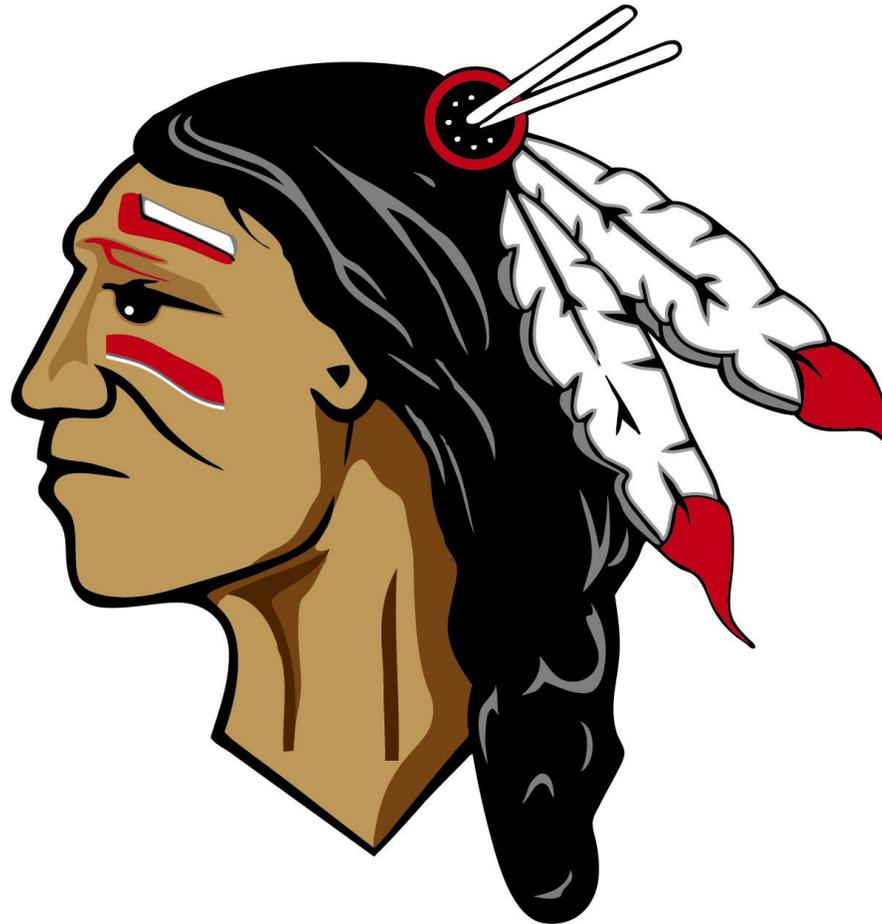


**Westside Middle School  
6th Grade Social Studies Curriculum Map  
2017-2018**

Teacher: Davidson & Newell



Map is still under construction and will be revised throughout the year.

# WESTSIDE MIDDLE SCHOOL 6TH GRADE SOCIAL STUDIES CURRICULUM MAP

Teacher: Davidson & Newell

## Quarter 1

### Unit 1-Beginnings Unit 2-Early Civilization

#### Essential Questions:

Students will consider....

- How does geography influence our lives?
- Did agriculture make life better?
- How do historians study the human past?
- How was life during the Paleolithic Age?
- How was life during the Neolithic Age?
- What have been the long-term effects of agriculture?
- What are the characteristics that make a civilization?

### AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

*The student will....*

Standard Coding: History | [Civics/Government](#) | [Economics](#) | [Geography](#) | [Priority Standard](#)

#### **Unit 1: Beginnings**

H.13.6.1 Compare hunter-gatherer and agrarian societies

**H.13.6.4 Construct arguments about characteristics necessary for a civilization using multiple sources**

E.4.6.1 Examine ways trade-offs have allowed civilizations to get the most out of scarce resources

E.4.6.2 Analyze historical developments in various regions across the world to 1500 C.E. using models of economic decision making

E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations

G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.

#### **Unit 2: Early Civilizations**

H.13.6.2 Construct arguments about lasting achievements of early civilizations using multiple sources

H.13.6.3 Analyze early river valley civilizations to determine similarities and differences, using a variety of sources

**H.13.6.5 Compare characteristics, contributions, and achievements of early river valley civilizations**

H.13.6.6 Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations

H.13.6.8 Analyze the significance of contributions made by major empires and civilizations of the world

**C.1.6.1 Examine origins and purposes of government to 1500 C.E.**

C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations

C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E.

E.5.6.3 Compare effects of supply and demand on early markets

E.6.6.3 Investigate ways that governments in different regions pay for the goods and services they provide

E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data

E.6.6.5 Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors

G.9.6.1 Analyze effects of human-generated changes in the physical environment in various places and regions over time up to 1500 C.E.

G.9.6.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment in various civilizations up to 1500 C.E.

G.10.6.3 Analyze the impact of global population shifts in various eras and regions

### **Arkansas Disciplinary Literacy Focus Standards (Included in Units 1-2)**

#### **Reading**

RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

#### **Writing**

**WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

WHST.6-8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

### **Ongoing Disciplinary Literacy Standards**

#### **Reading**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.**

**RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **Writing**

**WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

\*\*\*All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>Travel Brochure  Cartoon  <a href="#">Introduction to GRAPES PPT</a>  <a href="#">Graphic Organizer</a>  <a href="#">Early Humans</a>  Inquiries  Virtual Trip  Interactive Notebook  Frayer Model-Vocabulary</p>	<p>Pre/Post Test (Holt McDougal)  Chapter/Unit Test  Bell Ringers/Exit Slip  Interactive Notebook  GRAPES  Writing/Summary/Reflection  Projects/Models  Quizzes  Think-Pair-Share  Venn Diagrams</p>	<p>GRAPES PPT  Youtube  PBS.org (NOVA)  Scope Magazine  <b>Text:</b> <a href="#">World History-Journey Across Time</a> (Glencoe)  <b>Text:</b> <a href="#">World History-Ancient Civilizations:Through the Renaissance</a> (Holt McDougal)  Ancient History Interactive Notebook sets  Teacher Resource Books from various sources  Internet</p>	<p><b>Vocabulary</b>  historian, archaeologist, prehistory, history, anthropologist, artifact, fossil Technology, Paleolithic Age, Neolithic Age, nomad, hunter-gatherers, specialization, domesticate, civilization, Silk Road, city-state, cuneiform, empire, irrigation, ziggurat, scribes, <i>Epic of Gilgamesh</i>, Code of Hammurabi, artisan, polytheism, delta, hieroglyphics, dynasty, pharaoh, deity, mummy, pyramid, tribute, monotheism, subcontinent, monsoon, raja, caste system, guru, Sanskrit, Hinduism, reincarnation, dharma, karma, Buddhism, nirvana, theocracy, stupa, pilgrim, aristocrat, pictograph, ideograph, bureaucracy, filial piety, Confucianism, Daoism, Legalism</p> <p><b>Places</b>  Southwest Asia (Middle East), Tigris River, Euphrates River, Mediterranean Sea, Mesopotamia (or Fertile Crescent), Sumer, Babylon, Assyria, Egypt, Nile River, Red Sea, Sahara Desert, Jerusalem, Himalaya, Ganges River, Indus River, Yellow River, Yangtze River, Silk Road</p> <p><b>People</b>  Hammurabi, Abraham, Aryans, Siddhartha Gautama (Buddha), Confucius, Laozi, Qin Shihuangdi, Han Wudi</p>

## Quarter 2

### Unit 3-Classical Civilizations

### Unit 4- World Religions

#### Essential Questions:

Students will consider....

- How does geography influence our lives?
- How do classical civilizations influence our world today?
- Who should govern?
- How does religion influence society?

#### AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

*The student will....*

Standard Coding: History | Civics/Government | Economics| Geography | Priority Standard

H.13.6.7 Compare reasons for the rise and decline of major empires and civilizations using a variety of sources

**H.13.6.8 Analyze the significance of contributions made by major empires and civilizations of the world**

H.13.6.9 Examine causes and effects of conflict within and among the major empires

**C.1.6.3 Compare structure of government and functions of civilizations in different times and places**

**C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places**

**C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues**

**C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.**

**C.2.6.4 Examine civic virtues that guide government, society, and communities over time**

**E.5.6.2 Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations to 1500 C.E.**

**E.6.6.1 Analyze the development of currency as a medium of exchange**

**G.9.6.2 Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.**

**G.10.6.2 Analyze effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information**

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**H.13.6.10 & 14 Examine key concepts and influences of major belief systems on societies**

**C.1.6.4 Compare power, rules, and responsibilities of civil societies in different times and places**

**C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.**

**C.3.6.2 Analyze ways rules and laws change society and reasons why people change rules and laws over time**

**G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations**

**G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions**

**Arkansas Disciplinary Literacy Focus Standards (Included in Units 3-4)**

**Reading**

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

**Writing**

**WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

WHST.6-8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

\*\*\*All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p><a href="#">G.R.A.P.E.S Organizer:</a>  <a href="#">Greece Map Activity:</a>  <a href="#">Webquests</a>  <a href="#">Alexander the Great: Villain or Hero?</a></p> <p>Cause and Effect Organizer</p> <p><a href="#">DBQ's: Greece, Rome, Christianity</a></p> <p><a href="#">Various Activities on:</a>  Democracy  Contributions  Geography  Christians  Byzantine Empire  Emperors  The Fall of the Roman Empire  The Rise of Christianity</p>	<p>Pre-Post Test (Holt McDougal)  <a href="#">Venn Diagram :</a>  Chapter/Unit Test  Bell Ringers/Exit Slip  Interactive Notebook  GRAPES  Writing/Summary/Reflection  Projects/Models  Quizzes</p>	<p>Youtube  PBS.org (NOVA)  Scope Magazine  <b>Text:</b> <a href="#">World History-Journey Across Time</a> (Glencoe)  <b>Text:</b> <a href="#">World History-Ancient Civilizations:Through the Renaissance</a> (Holt McDougal)  Ancient History Interactive Notebook sets  Teacher Resource Books from various sources  Internet</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>peninsula, colony, city-state, polis, agora, tyrant, oligarchy, democracy, helot, Zoroastrianism, satrapies, direct democracy, representative democracy, Delian League, Persian Wars, Peloponnesian, myth, oracle, epic, fable, drama, tragedy, comedy, philosophy, philosopher, Sophist, Socratic method, legacy, Hellenistic Era, Epicureanism, Stoicism ,republic, legion, patrician, plebeian, consul, veto, praetor, dictator, Punic Wars, triumvirate, <i>Pax Romana</i>, aqueduct, currency, satire, ode, Forum, gladiator, rhetoric, plague, inflation, barter, reform, Byzantine Empire, mosaic, saint, persecute, martyr, hierarchy, clergy, laity, doctrine, gospel, pope, icons, iconoclasts, excommunicate, schism, monastery, Western Civilization, monotheism, oasis, sheikh, caravan, Quran, Five Pillars</p> <p style="text-align: center;"><b>Places</b></p> <p>Mediterranean Sea, Aegean Sea, Ionian Sea, Balkan Peninsula, Crete, Mycenae, Peloponnesus, Sparta, Athens, Persia,Mount Olympus, Delphi, Macedonia, Syria, Alexandria, Rhodes, Syracuse,Sicily, Apennines, Latium, Tiber River, Carthage, Rubicon, Rhine River, Danube River, Byzantium - Constantinople, Byzantium - Constantinople, Black Sea, Aegean Sea, Mecca, Kaaba, Medina</p> <p style="text-align: center;"><b>People</b></p> <p>Agamemnon, Cyrus, Darius, Xerxes, satraps, Pericle,Homer, Aesop, Sophocles, Euripides, Pythagoras, Socrates, Plato, Aristotle, Herodotus, Thucydides, Philip II, Alexander the Great, Eratosthenes, Euclid, Archimedes, Romulus and Remus, Aeneas, Latins, Etruscans, Hannibal, Scipio, Julius Caesar, Octavian/Augustus, Antony, Cicero, Virgil, Horace, Spartacus, Diocletian, Constantine, Theodosius, Constantine, Theodosius, Justinian, Theodora, Belisarius, Basil, Benedict, Cyril, Bedouin, Muhammad, Muslims, Sunnis, Shiites (Shia), Sufis</p>

## Quarter 3

### Unit 5-The Middle Ages

#### Essential Questions:

Students will consider....

- How does trade affect society?
- How do cultures change?
- How do people invade and conquer?
- What rights, responsibilities, and privileges should people have in society?

#### AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

*The student will....*

Standard Coding: History | Civics/Government | Economics | Geography | Priority Standard

H.13.6.11 Analyze the rise and contributions of major empires and civilizations of the world using a variety of sources

H.13.6.12 Examine causes and effects of conflict within and among the major empires and civilizations

H.13.6.13 Evaluate how the fall of the Roman Empire affected Europe

H.13.6.15 Analyze the global influence and impact of the achievements and perspectives of various individuals

H.13.6.16 Examine effects of invaders from various regions on societies

H.13.6.17 Analyze long-term effects of technological innovations on civilizations

H.13.6.18 Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives

H.13.6.19 Analyze effects of cultural interactions and connections among societies over time

H.13.6.20 Examine advantages and disadvantages of a growing interdependent world

C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations

C.2.6.3 Analyze rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.

C.3.6.1 Evaluate the function and effects of rules, laws and treaties on civilizations to 1500 C.E.

C.3.6.3 Explain the development of policies to address public problems in various civilizations over time

E.6.6.4 Analyze the economic development of civilizations to 1500 C.E. using data

E.6.6.5 Evaluate effects of war and conflict on societies and civilizations to 1500 C.E. using economic factors

G.10.6.2 Analyze effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information

G.11.6.2 Analyze cooperation within communities during and after natural and human-made disasters

**Arkansas Disciplinary Literacy Focus Standards (Included in Unit 5)**

**Reading**

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose.

**Writing**

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.2.E Establish and maintain a formal style and objective tone.

WHST.6-8.2.F Provide a concluding statement or section that follows from and supports the from and supports the information or explanation presented.

\*\*\*All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p>Venn Diagram: Similarities and differences between the Sunni and Shia Islamic Groups/Factions  <a href="#">BDQ Project: Why did Islam Spread so quickly?</a>            Comparing Monotheistic Beliefs (see folder in Google Drive)  <a href="#">Mini Q: Mansa Musa Hajj: A Personal Journal</a>            Causes and Effects activity of the Grand Canal and the Mongols invasion of China  <a href="#">Story Trails : activity for synthesizing the narrative of the Mongol conquests</a>  <a href="#">Mini Q: Should we Celebrate the Voyages of Zheng He?</a>  <a href="#">Story Trails:Synthesizing the history of the Ming Dynasty</a>  <b>Various activities:</b> (Interactive Journal) to emphasize the rise of Charlemagne, the Vikings, the Holy Roman Empire, the impact of Gregory the Great, and the Muslim and other invasions in Europe  <a href="#">Rights, Responsibilities, and Privileges of Feudalism (Organizer)</a>            Interactive Journal Activities -Feudalism and Manor life  <a href="#">Mini Q: Samurai's and Knights-Were the similarities greater than the differences?</a>            Interactive Journal activities what summarizes the history of kingdoms of England, France , Eastern Europe, and Russia            Concept Map: Illustrating the features of Magna Carta and then write a summary of what features exist in our society today            Causes and Effects of a specific Crusade from the Middle Ages (graphic Organizer)            Map Activity: Journey Across Time, page 548            Concept Map: Students design a diagram that illustrates the Church's impact in the Middle Ages (Key topic would include art, architecture, literature and writing, politics, and everyday life.            Venn Diagram: Comparing the role of a Friar and a Monk            Student Research: Students research on the Catholic Church in the Middle Ages Topics: (student choice) cathedrals, illuminated manuscripts, art, monasteries, famous priests or saints  <a href="#">C3 Inquiry: Can Disease Change the World?</a> - inquiry where</p>	<p>Pre-Post Test (Holt McDougal)  <a href="#">Venn Diagram :</a>            Chapter/Unit Test            Bell Ringers/Exit Slip            Interactive Notebook            GRAPES            Writing/Summary/Reflection            Projects/Models            Quizzes            Reflection Prompt created from the essential questions            Oral Presentation</p>	<p>Youtube            PBS.org (NOVA)            Scope Magazine  <b>Text: <a href="#">World History-Journey Across Time</a></b> (Glencoe)  <b>Text: <a href="#">World History-Ancient Civilizations:Through the Renaissance</a></b> (Holt McDougal)            Ancient History Interactive            Notebook sets            Teacher Resource Books from various sources            Internet</p>	<p><b>Vocabulary</b>            monotheism, oasis, sheikh, caravan, Quran, Five Pillar, Sunnis, Shiites (or Shia), caliph, sultan, mosque, bazaar, House of Wisdom, minaret, plateau, griot, dhow, clan, Swahili, extended families, matrilineal, oral history, warlord, economy, reform, monastery, civil service exams, Neo-Confucianism, porcelain, calligraphy, Silk Road, tribe, steppe, terror, treason, census, novel, barbarian, fjord, missionary, excommunicate, feudalism, manor, vassal, fief, knight, serf, guild, chivalry, Magna Carta, habeas corpus, Parliament, grand jury, trial jury, clergy</p> <p><b>Places</b>            Mecca, Kaaba, Medina, Damascus, Baghdad, Delhi, Istanbul, Damascus, Baghdad, Delhi, Istanbul, Ghana, Mali, Timbuktu, Songhai, Axum, Benin, Great Zimbabwe, Benue River, Korea, Mongolia, Gobi desert, Beijing, Nanjing, Beijing, Forbidden City, Portugal, Scandinavia, Holy Roman Empire, Venice, Flanders, Normandy, Kiev, Moscow</p> <p><b>People</b>            Bedouin, Muhammad, Muslims, Sufis, caliph, Umayyads, Abbasids, Seljuks, Moguls, Ottomans, al-Razi, Ibn Sina, Omar Khayyam, Ibn Khaldun, Sundiata Keita, Mansa Musa, Sunni Ali, Olaudah Equiano, Askia Muhammad, Bantu, Nzinga, Tang, Song, Empress Wu, Li Bo, Du Fu, Genghis Khan, Kublai Khan, Marco Polo, Zheng He, Charlemagne, Otto I, Gregory the Great, Anglo-Saxons, Franks, Vikings, William the Conqueror, King John, Philip II, Pope Urban II, Saladin, Richard the Lion-hearted</p>

students explore many sources and data about the Black Death (Oral Presentation/Google Slides)

## Quarter 4

### Unit 6-Global Age Emerging

#### Essential Questions:

Students will consider....

- How does trade affect society?
- How do cultures change?
- How do people invade and conquer?

#### AR STANDARDS / SKILLS

CONTENT VOCABULARY WITHIN THE STANDARD WILL BE TAUGHT THROUGHOUT DAILY OBJECTIVES / GOALS.

*The student will....*

Standard Coding: History | Civics/Government | Economics| Geography | Priority Standard

H.13.6.11 Analyze the rise and contributions of major empires and civilizations of the world using a variety of sources

H.13.6.16 Examine effects of invaders from various regions on societies

H.13.6.17 Analyze long-term effects of technological innovations on civilizations

**H.13.6.18 Analyze ways new ideas contributed to the development of the modern world using multiple sources and perspectives**

H.13.6.19 Analyze effects of cultural interactions and connections among societies over time

H.13.6.20 Examine advantages and disadvantages of a growing interdependent world

C.1.6.2 Compare origins, functions, structure, and different forms of executive leadership in systems of government in a variety of civilizations

E.5.6.4 Evaluate the emergence of new economic systems and their impact on civilizations

E.6.6.2 Examine roles of early financial institutions on economies in various regions worldwide

E.7.6.2 Identify benefits and costs of trade policies/guidelines/strategies to various individuals, businesses, and societies

G.8.6.1 Analyze locations of various societies and their cultural and environmental characteristics to 1500 C.E. using a variety of geographic representations

G.8.6.2 Explain relationships between physical and human characteristics in various places using a variety of geographic representations

G.8.6.3 Synthesize information from a variety of sources to construct maps and other geographic representations to ask and answer compelling questions

G.9.6.3 Analyze ways climate and environmental characteristics influenced where groups lived and how they adjusted to the environment in various civilizations up to 1500 C.E.

G.10.6.1 Analyze relationships between human settlements and movements and the location and use of natural resources in various regions up to 1500 C.E.

G.11.6.1 Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places

**Arkansas Disciplinary Literacy Focus Standards (Included in Unit 6)**

**Reading**

RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

**Writing**

WHST.6-8.1 Write arguments focused on discipline-specific content.

WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.6-8.1.D Establish and maintain a formal style.

WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

\*\*\*All Ongoing Geography & Disciplinary Literacy Standards will continue throughout the year.

Activities/Skills	Assessments	Resources	Vocabulary/Terms
<p><b>Medieval Japan:</b>  <b>Venn Diagram:</b>comparing Shinto and Buddhism  <a href="#">Use Story Trails to explain the development of Buddhism in Japan</a>  <b>Research Project:</b> students choose to research topic within the Japanese culture:religion, art, architecture, or literature  <b>Middle Ages:</b>  Journal Entry:Explain the impact of trade and conquest during the Middle Ages using examples from at least two different civilizations.  <b>Renaissance:</b>  <a href="#">Contrast Chart:</a> Students contrast culture in the Middle Ages and Renaissance.  <a href="#">Mini-Q: The Renaissance</a> - This DBQ contains documents and lesson ideas for students to examine how the Renaissance changed man’s view of man. Teachers may adapt and modify this DBQ as necessary.  <a href="#">Jigsaw:</a> students choose a figure from the Renaissance and develop a product (essay, presentation, <a href="#">website</a>, documentary, podcast, poster, <a href="#">infographic</a>, etc.) that analyzes his/her impact during the Renaissance.  <b>Early Americans:</b>  <b>Timeline:</b> Students write, illustrate, and summarize theories of early American settlement on a timeline  Journal Prompt: How did climate and environment factors impacted migration and settlement of the first Americans?</p>	<p>Pre-Post Test (Holt McDougal)  <a href="#">Venn Diagram :</a>  Chapter/Unit Test  Bell Ringers/Exit Slip  Interactive Notebook  GRAPES  Writing/Summary/Reflection  Projects/Models  Quizzes  Oral Presentation</p>	<p>Youtube  PBS.org (NOVA)  Scope Magazine  <b>Text:</b> <a href="#">World History-Journey Across Time</a> (Glencoe)  <b>Text:</b> <a href="#">World History-Ancient Civilizations:Through the Renaissance</a> (Holt McDougal)  Ancient History Interactive Notebook sets  Teacher Resource Books from various sources  Internet</p>	<p><b>Vocabulary</b>  Renaissance, secular, diplomacy, humanism, vernacular, Ice Age, glacier, monopoly, quipu, igloo, adobe, confederation, conquistador, treason, mercantilism, export, import, colony, commerce, invest, joint-stock company, Columbian Exchange, interdependence  <b>Places</b>  Florence, Venice, Flanders, Beringia, Mesoamérica, Teotihuacán, Cuzco, Hohokam, Cahokia, Hispaniola, Strait of Magellan, Netherlands, Moluccas  <b>People</b>  Marco Polo, Medici, Niccolò Machiavelli, Dante Alighieri, Johannes Gutenberg, Leonardo da Vinci, Michelangelo Buonarroti, Raphael, Jan van Eyck, William Shakespeare, Olmec, Maya, Toltec, Aztec, Moche, Inca, Pachacuti, Anasazi, Iroquois, Christopher Columbus, Hernán Cortés, Montezuma II, Malintzin, Francisco Pizarro, Atahualpa, Vasco de Gama, Christopher Columbus, Ferdinand Magellan, John Cabot, Jacques Cartier</p>

[GRAPES](#): students use the organizer to summarize what they learn about the characteristics and contributions of Mesoamerican civilizations. Students should be sure to note differences between the civilizations (Olmec, Maya, Toltec, Aztec) within their charts.

[Mini-Q: The Maya](#) - This DBQ contains documents and lesson ideas for students to examine Mayan achievements. Teachers may adapt and modify this DBQ as necessary.

**Aztecs:**Critical Thinking-Solving Problems: Students will work together to solve the problems raised in “Making More Farmland” on page 476 of Ancient Civilizations Text (teacher’s edition).

**Infographic:** Using [GRAPES](#) organizers and/or research, students create their own infographics illustrating and explaining the contributions of a chosen Mesoamerican civilization using Google Slides. Teacher will facilitate a gallery walk for students to present their information.

Students complete a T-chart with at least three characteristics and contributions of the Maya and Aztecs.

**Incas:**  
Students will use interactive Journal Unit Activities to explore the Inca Civilization: art, agriculture, economy, religion, achievements.

**North Americans: Hohokam, Cahokia:**

**Jigsaw:** In groups, students research and create a product (presentation, [website](#), documentary, poster, Google Slide presentation, etc.) that analyzes the characteristics and contributions of a native society in North America or a selected region of societies (e.g. Southwest Farmers (Hohokam), Canyon and Cliff Dwellers (Anasazi), Mound Builders/Mississippians (Cahokia).

**Explorers and Conquests:**

Primary Source Analysis: [Journal of Christopher Columbus](#) - Teachers may adapt or modify as necessary. This could be read aloud and/or used for a small or large group discussion such as a Socratic Seminar.

Timeline: Students write, illustrate, and summarize the development of South American civilizations on a timeline (Journal).

Jigsaw Ideas: In groups or individually, students could create a product (essay, presentation, [website](#), documentary, podcast, poster, [infographic](#), etc.) that explains the impact of a famous explorer from the time period. Alternatively, students could select a specific country from the time period and explain its explorations and their effects (e.g. Spain, France, England, Portugal, or Netherlands).

**Global Exchange:**

Journey Across Time, page 668-669

T-Chart: Advantages and Disadvantages of the Columbian Exchange.