

Grade 6 Social Studies: Quarter 2 Curriculum Map Scope and Sequence

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Ancient Israel	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will explore how civilizations maintain continuity despite adversity. They will explore the way in which Ancient Israelite civilization was shaped dramatically by surrounding empires an unforgiving geography. Using primary and secondary sources in conjunction with collaborative and analytical classroom protocols they will learn how the Israelites, unlike most contemporary civilizations, contended with scarcity, migration and significantly stronger neighboring civilizations that repeatedly conquered and divided the territory that would later become Israel. Students will also be called on to recognize that Judaism was the cultural glue that held Israelite civilization together through centuries of hardship and provided structure in the absence of strong, centralized government.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.39, 6.40, 6.41, 6.42, 6.43, 6.44, 6.45
Q2, Unit 2 Ancient India	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will learn how civilizations influence each other through conquest and migration. They will explore how the empires of Ancient India evolved over time as cultures blended in a region known for abundance of natural resources and fertile soil. Using their anchor text and supplementary texts from the unit, they will examine how Indian civilization was built on a rigid social structure with its Brahman priests at the apex. Religion flourished as Hinduism, Buddhism and Jainism grew in relative harmony and values along with ideas were spread through the growth of first the Mauryan Empire and later the Gupta Empire. These topics will be explored through the application of collaborative strategies and continued emphasis on strong writing to the standards.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29
Q2, Unit 3 Ancient China	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will explore the effects of location on a civilization through inquiry into the socio-political forces that gave birth to the cultures of Ancient China. Students will understand how Chinese civilization developed under the influence of geographical isolation and a vast, expansive territory. Students will examine that while they vied for land and resources with neighbors, Chinese civilization took advantage of natural wealth and relatively stable dynastic rule to make incredible advances in art, philosophy and technology. Students will use primary and secondary sources and an ongoing system of collaborative practices to discuss and dissect texts to prepare for content-driven culminating tasks.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38

Grade 6 Social Studies: Quarter 2 Map Instructional Framework

Planning With the Map

The curriculum map outlines the content and pacing for each grade and subject. For grades 6-8, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing. To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teams to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

Weekly Guidance

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, recommended protocols or activities aligning to these texts or standards, and a weekly assessment in the form of a standards-aligned writing prompt. All curriculum materials, including the texts, instructions for protocols, and suggested text dependent questions can be found in Sharepoint. Writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. Practice with text dependent questions and text analysis should be part the daily routine of every class period. Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

Vocabulary Instruction

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition....Appendix A Page 58
Frayer Model.....Appendix A Page 59
List/Group/Label.....Appendix A Page 60
Semantic Webbing.....Appendix A Page 61

SVES (Elaboration).....Appendix A Page 62
Vocabulary Squares.....Appendix A Page 63
Word Sorts.....Appendix A Page 58

Daily Strategies

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

- 3,2,1p. 4
- Chunking.....p. 47
- Document Analysis Templatesp. 61
- Evaluating Arguments in a Resource Book p. 63
- Evidence Logsp. 66
- Read Aloudp. 130
- Reader’s Theaterp. 132
- Save the Last Word for Mep. 136
- Text to Text, Text to Self, Text to Worldp. 148
- Two Column Note Takingp. 157
- Word Wallp. 165

Grade 6 Social Studies: Quarter 2 Unit 1

Unit	Length	Anchor Text	Unit Focus	Content Connections	Unit Outcomes/Assessed Standards
Q2, Unit 1 Ancient Israel	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will explore how civilizations maintain continuity despite adversity. They will explore the way in which Ancient Israelite civilization was shaped dramatically by surrounding empires and an unforgiving geography. Using primary and secondary sources in conjunction with collaborative and analytical classroom protocols they will learn how the Israelites, unlike most contemporary civilizations, contended with scarcity, migration and significantly stronger neighboring civilizations that repeatedly conquered and divided the territory that would later become Israel. Students will also be called on to recognize that Judaism was the cultural glue that held Israelite civilization together through centuries of hardship and provided structure in the absence of strong, centralized government.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.39, 6.40, 6.41, 6.42, 6.43, 6.44, 6.45

	SAMPLE DAILY FRAMEWORK				
	Day 2	Day 3	Day 4	Day 5	
Texts	<i>Were Hebrews Ever Slaves in Ancient Egypt? Yes.</i>				
Standards	6.41				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Map Skills – Identifying / Matching important sites in the world of the Ancient Israelites.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Review and model the standard Daily class agenda Essential Question: Why do some civilizations move while others stay in one place?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Evidence Logs - <i>Were Hebrews Ever Slaves in Ancient Egypt? Yes.</i>				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Anticipation Guides (Appendix B Page 16): What do students know about Israel and “The Holy Land” (Ancient and Today)				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Stop, Look, Listen developing claims about the accuracy of sources surrounding ancient Israelite migrations.				

Grade 6 Social Studies: Quarter 2 Unit 1 Vocabulary

Tier 2 Vocabulary

Culture, extract, ensure, period, found, survive, tradition, version, communicate, expand, devotion, cooperation, tension, document

Tier 3 Vocabulary

Prophet, Covenant, Tribe, Torah, Commandment, Exodus, Alphabet, Psalm, Exile, Proverb, Synagogue, Scroll, Sabbath, Kosher, Diaspora, Rabbi

Grade 6 Social Studies: Quarter 2 Unit 1 Week 1

Ancient Israel: Week 1	
Essential Question(s)	Why do some civilizations move while others stay in one place? How are the beliefs of a civilization shaped by its founders?
Student Outcomes	<p>Student can explain the reasons for and locations of the migrations of the Israelites.</p> <p>Student can define monotheism and describe major beliefs of Judaism.</p> <p>Student can explain the significance of Abraham and Moses.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 8</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article: Were Hebrews Ever Slaves in Ancient Egypt? Yes. (Lexile 1010) • Article Evidence of the Exodus (Lexile 990) <p>Recommended Protocol(s): Close Read, Evidence Log</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Text Set: The Dead Sea Scrolls (Lexile NP) • Article: Moses (Lexile 900) • Map: Israelite Exodus
Suggested Classroom Strategies	<p>Anticipation Guides (Appendix B Page 16): What do students know about Abraham and Moses</p> <p>Gallery Walk (Appendix B Page 81): Ancient Israelite sites and artifacts</p> <p>Graffiti Boards (Appendix B Page 86): How does a civilization adapt? Include: Religion, Leadership, Migration, Conquest</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, identify Abraham and Moses as historical figures and explain their role in the history of the Israelites. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>6.40 Examine the development of the ancient Israelites, tracing their migrations from Mesopotamia to Canaan, later called Israel, and explain the significant roles of Abraham and Moses in their history.</p> <p>6.41 Describe the monotheistic religion of the Israelites, including</p> <ul style="list-style-type: none"> • The belief in one God (monotheism) • The Ten commandments • The emphasis on individual worth and personal responsibility • The belief that all people must adhere to the same moral obligations, whether ruler or ruled • The Torah and the Hebrew Bible as part of the history of early Israel

Grade 6 Social Studies: Quarter 2 Unit 1 Week 2

Ancient Israel: Week 2	
Essential Question(s)	How are the beliefs of a civilization shaped by it is founded? How do leaders bring people together? How does a common cultural narrative keep a civilization intact?
Student Outcomes	Student can tell you what events were the most important to the founding of Jerusalem. Student can tell you how Judaism continued despite major setbacks to the Israelites themselves.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 8</p> <p>Texts:</p> <ul style="list-style-type: none"> • Primary Sources from The Hebrew Bible: Ancient Israel (Part 3) (Lexile 780) • Primary Sources: The 12 Torah Passages (Lexile 1020) <p>Recommended Protocol(s): Two Minute Interviews, Close Read</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Time Line: Kingdom's of the Levant pp. 1-10 • Article: Solomon (Lexile 910) • Article: David (Lexile 880)
Suggested Classroom Strategies	<p>Big Paper Silent Conversation (Appendix B Page 27): Judaism: How did Judaism allow the Israelites to survive conquest?</p> <p>Café Conversations (Appendix B Page 39): Early Kings of Israel / Rulers of Conquering nations</p> <p>Storyboard (Appendix B Page 146): Events after the death of Solomon: the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Israelites to their homeland under the Persian Empire.</p> <p>Two Minute Interviews (Appendix B Page 161): "What are the essential ideas in Judaism?" / "Who were the key players in the many conquests of Israel and who was the most important?" / "How did the geography of the region shape the Israelite civilization?" / "How did the Israelite civilization change over time because of their neighbors?"</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, describe <u>four</u> ways the Israel changed after the death of King Solomon. Use complete sentences and evidence to support your answer.</p>
Standards	<p>6.41 Describe the monotheistic religion of the Israelites, including</p> <ul style="list-style-type: none"> • The belief in one God (monotheism) • The Ten commandments • The emphasis on individual worth and personal responsibility • The belief that all people must adhere to the same moral obligations, whether ruler or ruled • The Torah and the Hebrew Bible as part of the history of early Israel <p>6.42 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem as his capital city in 1000 BC/BCE and the building of the first temple by Solomon.</p> <p>6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.</p>

Grade 6 Social Studies: Quarter 2 Unit 1 Week 3

Ancient Israel: Week 3	
Essential Question(s)	Is it important for a civilization to have a homeland? How do civilizations secure scarce resources?
Student Outcomes	Student can tell you which events in the history of Israel were the most important. Student can tell you how other civilizations had a direct impact on the development of the Israelite civilization.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 8</p> <p>Texts:</p> <ul style="list-style-type: none"> • Article: The Origins of the Diaspora (Lexile 1200) • Primary Source: Rome Celebrates the Vanquishing of the Jews, 71 AD (Lexile 1010) <p>Recommended Protocol(s): Close Read, Timeline</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Question Set: For Jericho, the World's Oldest City, it was All About Location (Lexile 1000) • Article: The Origins of the Diaspora (Lexile 1200) • Map: Palestine at the Time of Solomon • Map: The Jewish Diaspora
Suggested Classroom Strategies	<p>Bio Poems (Appendix B Page 31): Saul / David / Solomon / Nebuchadnezzar / Xerxes</p> <p>Character Charts (Appendix B Page 43): Cyrus the Great / Darius the Great / Xerxes / Nebuchadnezzar</p> <p>Iceberg Diagrams (Appendix B Page 91): The Israelites survived as a civilization...What happened that allowed that to happen?</p> <p>Human Timeline (Appendix B Page 89): Exodus → Roman Government</p> <p>Identity Charts (Appendix B Page 95): Judaism / The Hebrew Bible / Diaspora</p>
Assessment(s)	<p>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</p> <p>Based on the sources and your background knowledge, define the meaning of the term diaspora and explain how Judaism was able to survive the expulsion of the Jews from Jerusalem. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>6.41 Describe the monotheistic religion of the Israelites, including</p> <ul style="list-style-type: none"> • The belief in one God (monotheism) • The Ten commandments • The emphasis on individual worth and personal responsibility • The belief that all people must adhere to the same moral obligations, whether ruler or ruled • The Torah and the Hebrew Bible as part of the history of early Israel <p>6.43 Summarize the four major events after the rule of King Solomon in the history of Israel, including the breakup of the Kingdom of Israel, destruction of the Northern Kingdom, Babylonian captivity under Nebuchadnezzar, and the return of the Jews to their homeland under the Persian Empire.</p> <p>6.44 Conduct a short research piece with supporting details of Second Babylonian, Persian, and Median Empires, including Nebuchadnezzar, the Hanging Gardens of Babylon, Cyrus the Great, Darius the Great, and Xerxes.</p> <p>6.45 Explain how Judaism survived the expulsion/dispersion of the Jews to other lands (the Diaspora) after the destruction of the second temple in Jerusalem in 70 AD/CE, and the renaming of the country by the Romans.</p>

Grade 6 Social Studies: Quarter 2 Unit 2

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	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	The Aryan Invasion Theory				
Standards	6.24				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	Frayer Model: Migration and Invasion				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Review and model the standard Daily class agenda Essential Question: In what ways can other civilizations have an impact on society? 				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Read Aloud: The Aryan Invasion with supporting text dependent questions from Week 1. Support with information from McGraw Hill anchor text pp. 140-146				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Human Timeline – The Aryan Migration				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: True for Who? Use a controversial phrase to kick start, for instance “Indian Culture came largely from the Aryan invasion”				

Grade 6 Social Studies: Quarter 2 Unit 2 Vocabulary

Tier 2 Vocabulary

plateau, reside, abandon, migrate, emerge, text, manual, status, focus, meditate, commit, eventual, promote, decline, contribute, structure

Tier 3 Vocabulary

Subcontinent, raja, caste, monsoon, Hinduism, Buddhism, Sanskrit, guru, Vedas, language family, Brahman, karma, dharma, nirvana, Jainism reincarnation, stupa, pilgrim, Bhagavad Gita

Grade 6 Social Studies: Quarter 2 Unit 2 Week 1

Ancient India: Week 1	
Essential Question(s)	How does geography shape a civilization? In what ways can other civilizations have an impact on a society? How do civilizations embrace or reject social inequality?
Student Outcomes	<p>Student can tell you the impact the major geographical features of ancient India have on its development as a civilization.</p> <p>Student can tell you what happened in India after the Aryan's migrated.</p> <p>Student can tell you how the caste system had an effect on everyday life for everyone in India.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> Text: The Aryan Invasion Theory (Lexile 880) <p>Recommended Protocol(s): Annotating and Paraphrasing Sources, Read Aloud</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Text: Maurya and Ashoka Timeline (Lexile 700) Image Collection from Q2U1
Suggested Classroom Strategies	<p>Anticipation Guides (Appendix B Page 16): What do students know about India (Ancient and Today)</p> <p>Human Timeline (Appendix B Page 89): Aryan Migration</p> <p>Café Conversations (Appendix B Page 39): Members of each Indian caste</p> <p>Character Charts (Appendix B Page 43): The Indus People / The Aryans</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, explain the social structure of the caste system <u>and</u> evaluate its effect on everyday life in Indian society. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>6.23 Locate and describe the Himalayas and the major river systems, including Indus and Ganges and evaluate the importance of each.</p> <p>6.24 Analyze the impact of the Aryan invasions.</p> <p>6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.</p> <p>6.26 Outline the social structure of the caste system and explain its effect on everyday life in Indian society.</p>

Grade 6 Social Studies: Quarter 2 Unit 2 Week 2

Ancient India: Week 2	
Essential Question(s)	How do religions change with the values of a civilization? How do ideas move from one civilization to another? How do civilizations embrace or reject social inequality?
Student Outcomes	Student can explain the evolution of Hinduism Student can tell you how Buddhism evolved and spread through Asia.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> • Task: Buddha's Travels DBQ • Primary Text: Buddhism and Hinduism Views (Lexile NP) <p>Recommended Protocol(s): Two Column Note Taking, 3-2-1</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article: The Origins of Buddhism (Lexile 1010) • Article and Question Set: Religious Leaders – Buddha (Lexile 1020) • Task: Buddha's Travels DBQ
Suggested Classroom Strategies	<p>Bio Poems (Appendix B Page 31): The Buddha / Ashoka / Chandra Gupta</p> <p>Gallery Walk (Appendix B Page 81): Religious Images from Hinduism and Buddhism</p> <p>Identity Charts (Appendix B Page 95): Buddhism and Hinduism</p> <p>Storyboard (Appendix B Page 146): The life of Siddhartha Gautama</p> <p>Two Minute Interviews (Appendix B Page 161): How was the spread of Hinduism different from the spread of Buddhism? / What are the major achievements of Ancient Indian civilization? / Why did the Aryans invade the Indus Valley? / Why is it important to understand the Indian caste system? / Why was Sanskrit writing so important to preserving ancient Indian culture?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, identify two major life experiences of Siddhartha Gautama that influenced his moral teachings <u>and</u> explain how those teachings became reflected within the religion of Buddhism. Use complete sentences and evidence from the source to support your answer.</p>
Standards	<p>6.25 Explain how the major beliefs and practices of Brahmanism in India evolved into early Hinduism.</p> <p>6.27 Write a narrative text describing how Siddhartha Gautama's (Buddha) life experiences influenced his moral teachings and how those teachings became a new religion that spread throughout India and Central Asia as a new religion.</p>

Grade 6 Social Studies: Quarter 2 Unit 2 Week 3

Ancient India: Week 3	
Essential Question(s)	How do civilizations become Empires? How can one person have an impact on the lives of so many? How does a civilization leave a legacy?
Student Outcomes	Student can tell you the most important things about the Maurya Empire and Emperor Asoka Student can tell you which of the achievements of Ancient India were the most important and why.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 6</p> <p>Texts:</p> <ul style="list-style-type: none"> Primary Source: The Edicts of Ashoka (Lexile 950) <p>Recommended Protocol(s): Found Poems, Read Aloud</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> Article: Framing Sanskrit Literature (Lexile 1100) Article: Who Invented the Zero (Lexile 700)
Suggested Classroom Strategies	<p>Barometer (Appendix B Page 23): The peaceful way of life is the best way for an Empire to survive.</p> <p>Iceberg Diagrams (Appendix B Page 91): Ancient India makes breakthroughs in Art, Literature, Science and Medicine...what were the underlying causes?</p> <p>SPAR Debate (Appendix B Page 142): Debatable Statements: "Strict social order is the only way for society to thrive" "Non-Violence is the best way for an Empire to succeed"</p> <p>Town Hall Circle (Appendix B Page 154): Which Ancient Indian achievement was the most significant?</p> <p>Found Poems (Appendix B Page 75): <i>Buddhist Text / Bhagavad Gita / Ramayana</i></p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, explain two political and two moral achievements of Emperor Asoka. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>6.28 Describe the growth of the Maurya Empire and the political and moral achievements of the Emperor Asoka.</p> <p>6.29 Identify the important aesthetic and intellectual traditions, including:</p> <ul style="list-style-type: none"> Sanskrit literature, including the <i>Bhagavad-Gita</i>, <i>Ramayana</i>, and the <i>Mahabharata</i> Medicine Metallurgy Mathematics, including Hindu-Arabic numerals and the zero

Grade 6 Social Studies: Quarter 2 Unit 3

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Q2, Unit 3 Ancient China	3 weeks	<i>McGraw Hill Discovering Our Past: A History of the World (Early Years)</i>	Students will explore the effects of location on a civilization through inquiry into the socio-political forces that gave birth to the cultures of Ancient China. Students will understand how Chinese civilization developed under the influence of geographical isolation and a vast, expansive territory. Students will examine that while they vied for land and resources with neighbors, Chinese civilization took advantage of natural wealth and relatively stable dynastic rule to make incredible advances in art, philosophy and technology. Students will use primary and secondary sources and an ongoing system of collaborative practices to discuss and dissect texts to prepare for content-driven culminating tasks.	This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening.	6.28, 6.29, 6.30, 6.31, 6.32, 6.33, 6.34, 6.35, 6.36, 6.37, 6.38

	SAMPLE DAILY FRAMEWORK	Day 2	Day 3	Day 4	Day 5
Texts	What Did Confucius Say?				
Standards	6.37				
Bell Ringer <i>Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)</i>	List Group Label: Terms from readings on Chinese Philosophy from the primary source texts for the week. For the Bell Ringer, students should group into elbow partner pairs rather than small groups. This strategy should be repeated daily before the inquiry portion of the lesson.				
Hook <i>Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.</i>	<ul style="list-style-type: none"> Review and model the standard Daily class agenda Essential Question: What let's one person's ideas take root and spread through a civilization?				
Inquiry <i>Teacher guided inquiry into content-rich texts, images or other content including.</i>	Close Read: What Did Confucius Say?				
Application <i>Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.</i>	Storyboard – The Life of Confucius (supplemented from anchor text pp 178-179)				
Closure <i>Individual students synthesize and/or summarize learning for the day.</i>	Harvard Visible Thinking Routine: Claim Support Question related to the value of Confucian thought in the modern world				

Grade 6 Social Studies: Quarter 2 Unit 3 Vocabulary

Tier 2 Vocabulary

Emerge, channel, military rely, philosophy, individual, similar, social class, unify, generation, network, link

Tier 3 Vocabulary

Warlord, pictograph, aristocrat ideograph, ancestor, bureaucracy, hereditary, Dao, Legalism, censor, tenant farmer, currency, Mandate of Heaven, Daoism, Confucianism, filial piety, civil service, acupuncture

Grade 6 Social Studies: Quarter 2 Unit 3 Week 1

Ancient China: Week 1	
Essential Question(s)	How does having diverse geography shape a civilization? What do the places that give birth to civilizations have in common? Is isolation necessarily a bad thing? Does trade spread ideas faster than conquest?
Student Outcomes	<p>Student can tell you the key geographical features of early China.</p> <p>Student can explain where Chinese civilization comes from.</p> <p>Student can tell you the different ways that Chinese geography keeps people isolated from each other and the world.</p> <p>Student can explain why “Silk Roads” were important and can tell you where they were.</p>
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 7</p> <p>Texts:</p> <ul style="list-style-type: none"> • Map Collection (Lexile NP) <p>Recommended Protocol(s): Analyzing Visual Images, Human Timeline</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article and Map: The Spread of Buddhism in China (Lexile 900)
Suggested Classroom Strategies	<p>Anticipation Guides (Appendix B Page 16): What do students know about China (Ancient and Today)</p> <p>Barometer (Appendix B Page 23): Isolation: Is it bad for a civilization?</p> <p>Town Hall Circle (Appendix B Page 154): How did isolation improve or worsen life in Ancient China?</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your background knowledge, describe two ways geographical features isolated Ancient China <u>and</u> explain how isolation impacted China’s development. Use complete sentences and provide evidence to support your answer.</p>
Standards	<p>6.30 Identify and locate on a map the geographical features of China, including the Huang He (Yellow) River, Plateau of Tibet, and Gobi Desert.</p> <p>6.31 Locate and describe the origins of Chinese civilization in the Huang-He valley during the era of the Shang Dynasty.</p> <p>6.32 Explain how the regions of China are isolated by geographic features, making governance and the spread of ideas and goods difficult, and served to isolate the country from the rest of the world.</p>

Grade 6 Social Studies: Quarter 2 Unit 3 Week 2

Ancient China: Week 2	
Essential Question(s)	Why does every major civilization develop philosophy? How does one society come to influence another? What lets one person's ideas take root and spread through a civilization?
Student Outcomes	Student can tell you about key ancient Chinese schools of thought. Students can tell you how and why Confucius worked to solve society's problems. Student can explain how Buddhism spread to China.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 7</p> <p>Texts:</p> <ul style="list-style-type: none"> • Source: Hanfei, from <i>The Five Vermin</i> (Lexile 990) • Primary Source: Laozi, from <i>Daodejing</i> (Lexile NP) • Primary Source: Confucius, from <i>Analects</i> (Lexile 1000) <p>Recommended Protocol(s): Storyboard, Identity Charts</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Article: Introduction to Daoism (Lexile 1030) • Article: Introduction to Legalism (Lexile 1090) • Article: What did Confucius Say? (Lexil 980) • Article: The Spread of Buddhism in China (Lexil 900)
Suggested Classroom Strategies	<p>Barometer (Appendix B Page 23): Legalism: People are wicked and punishment should be harsh for law breakers</p> <p>Big Paper Silent Conversation (Appendix B Page 27): Confucianism: How do the principles taught by Confucius apply to life today?</p> <p>Café Conversations (Appendix B Page 39): Followers of 4 schools of thought: Taoism, Buddhism, Confucianism, Legalism</p> <p>Identity Charts (Appendix B Page 95): Confucianism / Taoism / Legalism</p> <p>Storyboard (Appendix B Page 146): The life of Confucius</p> <p>Graffiti Boards (Appendix B Page 86): 4 schools of thought: Taoism, Buddhism, Confucianism, Legalism (Advantages to each, which would be the most applicable in modern times, which would students most agree with)</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the sources and your knowledge of history, identify two political or cultural problems during the time of Confucius and explain how Confucius suggested they be solved. Use complete sentences and evidence from the sources to support your answer.</p>
Standards	<p>6.33 Analyze the structure of Zhou Dynasty and the emergence of Taoism, Confucianism, and Legalism.</p> <p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how he ought to solve them.</p> <p>6.37 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.</p> <p>6.38 Describe the diffusion of Buddhism northward to China during the Han Dynasty.</p>

Grade 6 Social Studies: Quarter 2 Unit 3 Week 3

Ancient China: Week 2	
Essential Question(s)	Why do civilizations undertake great works of Engineering? Do empires always need to expand?
Student Outcomes	Student can tell you how the achievements of Shi Huang unified northern China. Student can tell you how the Han Dynasty changed and grew the Chinese empire.
Texts	<p>Text Book: McGraw Hill <i>Discovering Our Past</i>, Chapter 7</p> <p>Texts:</p> <ul style="list-style-type: none"> • Text: Chinese Inventions – Can You Name them? (Lexile 1030) • Primary Source: Dong Zhongshu, from <i>Luxuriant Gems of the Spring and Autumn Annals</i> (Lexile 1020) <p>Recommended Protocol(s): Iceberg Diagrams, Close Read</p> <p>Supplemental Texts:</p> <ul style="list-style-type: none"> • Timeline: Annotated Chronological Outline of Chinese History • Timeline: Chinese Inventions • Task Outline: The Han, The Xiongnu and China’s Traditional Foreign Relations (Lexile 900-1200)
Suggested Classroom Strategies	<p>Bio Poems (Appendix B Page 31): Confucius / Qin Ruler / Laozi / Han Wudi / Shi Huang</p> <p>Gallery Walk (Appendix B Page 81): Ancient Chinese Achievements and Artifacts</p> <p>Human Timeline (Appendix B Page 89): Dynasties Zhang → Han</p> <p>Iceberg Diagrams (Appendix B Page 91): The Han dynasty makes Confucianism its guiding principle...what are the underlying causes?</p> <p>SPAR Debate (Appendix B Page 142): Debatable Statements: “Legalism is superior to Confucianism” / “China’s accomplishments are greater than any other Ancient civilization we have studied” / “Chinese dynasties are different than any other system of government that we have studied”</p> <p>Gallery Walk (Appendix B Page 81): Maps of China during different dynasties and of the Silk Road routes</p>
Assessment(s)	<p><i>Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.</i></p> <p>Based on the source and your knowledge of history, describe <u>three</u> political policies of the Han dynasty that led to the development of the imperial bureaucratic state and expansion of the empire. Use complete sentences and evidence to support your answer.</p>
Standards	<p>6.35 List the policies and achievements of the emperor Shi Huang, and explain how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.</p> <p>6.36 Detail the political contributions of the Han Dynasty and determine how they contributed to the development of the imperial bureaucratic state and the expansion of the empire.</p> <p>6.37 Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.</p>