

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025 we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The plan, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing 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. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected—with the support of their colleagues, coaches, leaders, and other support providers—to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

- (1) Regular practice with complex text and vocabulary.
- (2) Reading, writing, and speaking grounded in evidence from texts.
- (3) Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage. **There is a Study Guide for the SCS Citizenship Test at the end of this map.**

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: TN Core

[http://www.tncurriculumcenter.org/social\\_studies](http://www.tncurriculumcenter.org/social_studies)

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors. Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.

## Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

### Key

**ATOS:** ATOS (Renaissance Learning); **DRP:** Degrees of Reading Power (Questar); **FK:** Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile:** Lexile Framework (MetaMetrics); **SR:** Source Rater (ETS); **RM:** Pearson Reading Maturity Metric (Pearson Education)

### What are DBQs/TDQs?

Document-Based Questions (DBQs) and Text-Dependent Questions (TDQs) are for all students, from elementary school through high school. They are a type of authentic assessment and a way for students to interact with historical records and information. DBQs/TDQs, may not only be in the form of an actual question, but rather in the form of tasks or activities that require students to read, analyze, gather information, complete scaffolding responses, assimilate or synthesize information from the listed resources, text or documents.

Throughout this map, the suggested activities are designed to help students gain strength in content knowledge and to provide opportunities at high levels of thinking as they develop life skills.

- If hyperlinks in this document are not active due to digital translation issues, the user should copy and paste the link into the address bar of a web browser such as *Google Chrome* or *Mozilla Firefox*.

## Vocabulary Instruction

Effective vocabulary development occurs both incidentally and through explicit instruction. Mastery requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

**Basic Vocabulary (Tier 1)** - Words that commonly appear in spoken language and are heard frequently in numerous contexts. Tier 1 words rarely require explicit instruction. (Ex: write, read and gather)

**Academic Vocabulary (Tier 2)** - High frequency words used across content areas. (Ex: expose, establish and verify.) Tier Two words are general academic words and appear in all sorts of texts: informational, technical, and literary texts. Explicit instruction of the Tier 2 academic words, typically occurs within the context of the text is required in order for students to know and use these words. Tier Two words often represent precise ways to say relatively simple things (Ex: “saunter” vs. “walk”). (For more information consult the *BUSD Grade Level Academic Vocabulary*, [http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD\\_Academic\\_Vocabulary.pdf](http://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf))

**Content Vocabulary (Tier 3)** - Words are used in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and are an integral part of content instruction. (Ex: lynching, abolitionist, slavery) Tier Three words are what the standards refer to as “domain-specific” words are specific to a particular field of study (Ex: legislature, Angora, slavery) and key to understanding a new concept within a text. These words are often explicitly defined by the text, repeatedly used, and heavily front-loaded by the teacher.

**Teaching Vocabulary for Mastery...**

Vocabulary mastery means that students know and use the words accurately without hesitation. This requires explicit instruction: practice, review, and deep processing. Instruction must be cumulative; teachers must integrate the terms into complex tasks and require them to be used when discussing/using text. For an example of integrating explicit teaching of vocabulary strategies, watch this [video](#) of an 11<sup>th</sup> grade US History teacher using the close reading strategy for explicit use of academic vocabulary.

Here is another resource to provide support for vocabulary instruction, <http://www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger>

1. Create an interactive vocabulary wall and use the words in discussions with students.
2. Oral Discourse- develop a balance in student talk and teacher talk to promote meaningful language learning opportunities.
3. Vocabulary Journals - Students can revisit and add to their entries as their understandings develop
4. Concept Sort - identify the key vocabulary terms of an overarching concept or topic
5. Provide a student-friendly definition of the word and students suggest synonyms or antonyms for the word.
7. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
8. Use the new words in context of the lesson.

6<sup>th</sup> Grade - Topics and Big Ideas

Suggested Time	1 <sup>st</sup> Quarter	Suggested Time	2 <sup>nd</sup> Quarter
Weeks 1-3	Topic: Human Origins in Africa through the Neolithic Age Big Ideas: To survive humans adapted to their environment. Needs Dictate Inventions.	Weeks 1-3	Topic: Ancient India 300 B.C. - 220 A.D. Big Ideas: India's Geography and climate influenced India civilization. Religious beliefs govern human actions. Aryans changed India (p140)
Weeks 4-5	Topic: Ancient Mesopotamia 3500 B.C. – 1200 B.C. Big Ideas: The Agricultural Revolution allowed Permanent settlements. Sumerians laid the foundation for future civilizations. Hammurabi Code influenced the development of early legal codes.	Weeks 4-6	Topic: Ancient China 1750 B.C. - 220 A.D Big Ideas: China is one of the world's most powerful countries and still influences the world today. Stable government builds solid growth and strength in a civilization.
Weeks 6-9	Topic: Ancient Egypt 3000 B.C. - 1200 B.C. Big Ideas: The Nile River was an important factor in survival. Egyptian pharaohs were important to the Egyptian people. Egyptian beliefs govern the way of life. Egyptians made many contributions to the world.	Weeks 7-9	Topic: Ancient Israel 2000 B.C. – 70 A.D. Big Ideas: Religion shapes society. Monotheism made Judaism unique.
Suggested Time	3 <sup>rd</sup> Quarter	Suggested Time	4 <sup>th</sup> Quarter
Weeks 1-5	Topic: Ancient Greeks 800 B.C. – 300 B.C. Big Ideas: Government formations are necessary. Early Greeks developed trade routes settlements and political ideas.	Weeks 1-3	Topic: Ancient Civilizations: Compare and Contrast Big Idea: Civilizations have similarities and Differences.
Weeks 6-9	Topic: Ancient Rome 800 B.C – 500 A.D. Big Ideas: Rome's geography enabled it to grow and influence the world. Rome had a law system included civic duty.	Weeks 4-9	Topic: Civics Unit: Roots of Democracy, Citizenship, and Government in Greece and Rome Big Idea: Democracy is rooted in ancient Greece and Rome

\* Please note these time frames are suggested/estimated times. Actual class instruction may vary due to schedule complications, remediation efforts or other factors.

Ancient Civilizations: Compare and Contrast  
Weeks: 1-4

**Textbook (Anchor Text):** McGraw-Hill Discovering Our Past: A History of the World

**TN State recommended Primary Documents and Supporting Readings:**

Excerpts from the Epic of Gilgamesh (1090L) [www.aina.org/books/eog/eog.pdf](http://www.aina.org/books/eog/eog.pdf)

Excerpts from the Mahabharata (1770L) <http://www.gita-society.com/pdf2011/mahabharata.pdf>

TN State Social Studies Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
<p><b>6.6</b> Identify and explain the importance of the characteristics of civilizations, including:</p> <ul style="list-style-type: none"> <li>· the presence of geographic boundaries and political institutions</li> <li>· an economy that produces food surpluses</li> <li>· a concentration of population in distinct areas or cities</li> <li>· the existence of social classes</li> <li>· developed systems of religion, learning, art, and architecture</li> <li>· a system of record keeping</li> <li>· technology</li> </ul>	<p style="text-align: center;"><b>Civilizations have similarities and Differences.</b></p> <p><b>6.6</b> How are societies built?</p>	<p><b>6.6</b> Conduct an Ancient Civilization research project. The project should give an explanation of all of the major seven characteristics of a civilization from the standard and be focused on a civilization studied in sixth grade. Project may include a power point or poster in addition to other objects and should be presented to the class.</p> <p>Examples:</p> <p><a href="http://www.maranausd.org/DocumentCenter/Home/View/3073">http://www.maranausd.org/DocumentCenter/Home/View/3073</a></p> <p><a href="http://www.tc.columbia.edu/ncrest/teachers/judson/resources/judson_ancientciv.pdf">http://www.tc.columbia.edu/ncrest/teachers/judson/resources/judson_ancientciv.pdf</a></p> <p>Literacy WHST.6-8.2</p> <p><b>6.6</b> Create a civilization project. Using the seven characteristics of a civilization, students should create their own civilization utilizing the systems they have learned from the civilizations this year. Example:</p> <p><a href="http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/2193/CreateaCivilizationAssignment_group.pdf">http://www.lake.k12.fl.us/cms/lib05/FL01000799/Centricity/Domain/2193/CreateaCivilizationAssignment_group.pdf</a></p>

\*Trouble with Links? Use Google Chrome or Mozilla Firefox

Literacy WHST.6-8.2

**6.6** Create an ancient civilizations comparison chart that compares many of the characteristics of civilizations.

Example:

[http://www.sim.rcs.k12.tn.us/teachers/WarrenB/Warren%20PDF/Microsoft%20Word%20-%20ancient\\_comparison\\_chart\\_filled\\_in\\_5\\_cultures.pdf](http://www.sim.rcs.k12.tn.us/teachers/WarrenB/Warren%20PDF/Microsoft%20Word%20-%20ancient_comparison_chart_filled_in_5_cultures.pdf)

Literacy WHST.6-8.2

**6.6** Create a brochure on an Ancient Civilization. Students should create a brochure highlighting one of the civilizations they have studied this year. The brochure should highlight the seven characteristics of a civilization. Example:

<http://www.brighthubeducation.com/teaching-methods-tips/75435-rubric-for-brochure-project/> LITERACY.WHST.6-8.2

**6.6** Students should work in small groups to create a Common Craft Video explaining the characteristics of one of the Ancient Civilizations they studied this year. They should utilize primary and secondary sources in their research.

References:

**6.7** Recognize time designations and the abbreviations, including:

- B.C.
- B.C.E.
- A.D.
- C.E.
- circa (c. or ca), decades, centuries, prehistoric, historic

**6.7** How did civilizations change over time?

[https://21centuryedtech.files.wordpress.com/2011/10/simple\\_one\\_take\\_1.docx](https://21centuryedtech.files.wordpress.com/2011/10/simple_one_take_1.docx)

<https://www.youtube.com/watch?v=oCl1zoxs3Zo>

Literacy WHST.6-8.2

**6.6** How would you compare the culture of China to other ancient cultures? Write an essay explaining how the culture of ancient China is different from these other civilizations. What factors led to the development of a unique culture in China?

Literacy WHST.6-8.2

**6.7** Create a timeline of the rise and fall of any civilization studied this year. Timeline should identify at least three key empires or kingdoms from that civilization, three leaders, and four important events.

Literacy RH.6-8.7

**6.7** On a map of the ancient world, identify the major geographical features and locations of all the civilizations studied in 6<sup>th</sup> grade. When labeling the civilizations in the map key, add in the time designations for the 'height of power' of each civilization.

Literacy RH.6-8.7



**6.26** Outline the social structure of the caste system and explain its effect on everyday life in Indian society.

**6.29** Identify the important aesthetic and intellectual traditions, including:

- Sanskrit literature, including the Bhagavad-Gita, Ramayana, and the Mahabharata
- medicine
- metallurgy
- mathematics, including Hindu-Arabic numerals and the zero

**6.22** Compare and contrast the religious, social, and political structures in Mesopotamia and Egypt.

**6.26** How do ancient societies compare to ours today?

**6.29** How does literature reflect the values of a civilization?

**6.29** What themes of Indian values can be found in the Mahabharata? How does dharma and karma effect the actions and outcomes of its characters?

**6.7** Why did ancient Egyptian civilization fail? Create a timeline and write an essay that explains the events and decisions that led to the end of Egypt's role as a political, economic, and cultural power.

Literacy WHST.6-8.1

**6.26** Create a chart to categorize the various aspects of Indian caste system from the studied text. Research the freedoms guaranteed to Americans according to the U.S. Constitution. Then respond in essay format to *Think about the Indian caste system and compare it to the freedoms you have in the U.S. How are they similar and different?*

Use Textbook reference Pp. 147-148 (India) and <http://www.heartcom.org/FiveCoreFreedoms.htm>

Literacy RH.6-8.7

**6.29** Read excerpts from the Mahabharata and compare to myths from Egypt or Mesopotamia. Compare similarities and differences in messages, themes, and characters in essay format.

Suggested readings:

Excerpts from the Epic of Gilgamesh (1090L)

[www.aina.org/books/eog/eog.pdf](http://www.aina.org/books/eog/eog.pdf)

Excerpts from the Mahabharata (1770L) <http://www.gita-society.com/pdf2011/mahabharata.pdf>

Use:

<http://encyclopedia2.thefreedictionary.com/Mahabharata>

**6.67** Describe the characteristics of slavery under the Romans and explain the slave revolt led by Spartacus.

**6.51** Compare and contrast the status of women and slaves between Athens and Sparta.

**6.70** Describe the contribution of Roman civilization to law, literature, poetry, art, architecture, engineering, and technology. Include the significance of Coliseum, Circus Maximus, roads, bridges, arches, arenas, baths, aqueducts, central heating, plumbing, and sanitation.

**6.59** Describe the purposes and functions of the lyceum, the gymnasium, and the Library of Alexandria, and identify the major accomplishments of the ancient Greeks.

- Thales (science)
- Pythagoras and Euclid (mathematics)
- Hippocrates (medicine)
- Socrates, Plato, and Aristotle (philosophy)
- Herodotus, Thucydides, Homer, Aeschylus, Sophocles, Aristophanes, and Euripides (history, poetry, and drama)
- the Parthenon, the Acropolis, and the Temple of Apollo (architecture)
- the development of the first complete alphabet, with symbols representing both consonants and vowels

**6.22** What are the similarities and differences between civilizations?

**6.67/6.51** How did slavery function in the ancient world?

**6.70/6.59** How is Greek and Roman architecture still relevant today?

and

<http://www.ancient-origins.net/myths-legends>

Literacy WHST.6-8.2

**6.22** Use graphic organizer or a model to compare and contrast the Nile River in Egypt to the Tigris and Euphrates in Mesopotamia. Textbook Reference Pp. 100-105, Egypt Pp. 103, 76-78, Mesopotamia.

Literacy RH.6-8.7

**6.67/6.51** Use a Venn diagram to compare slavery under the Romans vs. the Greeks. Reference:

<https://www.eduplace.com/graphicorganizer/pdf/venn.pdf>

Literacy RH.6-8.7

**6.59/6.70** Compare photos of Ancient Roman and Greek buildings to those of Washington, D.C., citing similarities and differences. (Paragraph or graphic organizer)

References:

<https://www.aoc.gov/capitol-hill/architecture-styles/neoclassical-architecture-capitol-hill>

<http://architecture.about.com/od/usa/ig/Washington-DC/>

Literacy RH.6-8.1

**6.72** Compare and contrast the Roman gods and goddesses to the Greek gods and goddesses, including Jupiter, Mercury, Venus, Mars, Neptune, Saturn, Pluto, and Hera and their inclusion in modern society.

**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.

**6.72** What are the similarities and differences between the major polytheistic faiths?

**6.45** What were the differences in the treatment of the Israelites between Greek and Roman rule?

**Content Vocabulary Tier 3:** republic, dictator, civic duty, doctrine, hierarchy, peninsula, tyrant, oligarchy, direct democracy, myth, caste, Hinduism, Buddhism, karma, dharma, Confucianism, civil service, Diaspora, metallurgy, city-state, irrigation, polytheism, surplus, epic, empire, Paleolithic Age, technology, nomads, Ice Age, domesticate, specialization, Neolithic Age, monarchy, Systematic Agriculture, bias, primary source, secondary source, era, point of view.

**6.72** Create a chart that lists Roman, Greek, Sumerian, Hindu and Egyptian gods. Compare similarities and differences. Reverence:  
<http://www.readingquest.org/pdf/compare.pdf>

Literacy RH.6-8.7

**6.45** Write a short essay in which you compare and contrast the daily life of Jews under Greek and Roman rule. Consider how Greek and Roman rule affected the Jewish peoples' ability to practice their religion. Describe how conflicts eventually developed between the Jews and the ruling groups.

Literacy WHST.6-8.2

<b>Curriculum Framework</b>	<b>Quarter 4</b>	<b>Social Studies Grade 6</b>
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	<p>Academic Vocabulary Tier 2: civil, enable, contrast, conflict, investigate, create, voluntarily, economic, decline, affect, consider, unify, tradition, tension, document, authority, integral, source, data.</p>	
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<p>Civics Unit: Roots of Democracy, Citizenship, and Government in Greece and Rome <b>Weeks: 5-9</b></p>
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**Textbook (Anchor Text):** McGraw-Hill Discovering Our Past: A History of the World  
**TN State recommended Primary Documents and Supporting Readings:**  
 Pericles' Funeral Oration (Lexile – 900L) <http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>  
 Aristotle's The Athenian Constitution (Lexile – 1410L) [http://classics.mit.edu/Aristotle/athenian\\_const.html](http://classics.mit.edu/Aristotle/athenian_const.html)

TN State Social Studies Standards	Essential Questions and Vocabulary	Suggested Activities and Resources
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<p><b>6.49</b> Explain how the development of democratic political concepts in ancient Greece lead to the origins of direct Democracy and representative Democracy , including:</p> <ul style="list-style-type: none"> <li>• · the “polis” or city-state</li> <li>• · civic participation and voting rights</li> <li>• · legislative bodies</li> <li>• · constitution writing</li> <li>• · rule of law</li> </ul>	<p><b>6.49</b> How did democracy in ancient Greece influence the establishment of constitutional democracy in the United States?</p> <p><b>6.49</b> What did rule of law, civic participation, and civic duty mean to the citizens of Athens? How did these concepts influence thinking in the modern world? How are they expressed in the Athenian Constitution?</p>	<p><b>6.49</b> Write a script and act it out in a role-play scenario to illustrate the different forms of government in Ancient Greece and civic participation within those forms of government. Reference:  <a href="http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf">http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf</a> LITERACY.WHST.6-8.2</p> <p style="color: green;">Literacy WHST.6-8.2</p> <p><b>6.49</b> Cite evidence from secondary and primary source documents in graphic organizers to outline the forms of government in Ancient Athens. Reference:  <a href="http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf">http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf</a></p>
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\*Trouble with Links? Use Google Chrome or Mozilla Firefox

<p><b>6.63</b> Describe the government of the Roman Republic and its contribution to the development of democratic principles, including the rule of law (a written constitution), separation of powers, checks and balances, representative government, and civic duty.</p>	<p><b>6.49</b> How does Pericles' Funeral Oration and the Athenian Constitution embody modern ideas of democracy and civic participation?</p> <p><b>6.49</b> What features does Ancient Greek government share with modern day democracy?</p>	<p>Aristotle's The Athenian Constitution (Lexile – 1410L)  <a href="http://classics.mit.edu/Aristotle/athenian_const.html">http://classics.mit.edu/Aristotle/athenian_const.html</a>  Pericles' Funeral Oration (Lexile – 900L)  <a href="http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp">http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp</a>  Literacy RH.6-8.1</p> <p><b>6.49</b> Write an essay on the strengths and weaknesses of the early Greek forms of democracy. Reference:  <a href="http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf">http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS.6.C.1.1Lesson.pdf</a>  Literacy WHST.6-8.1,2</p> <p><b>6.49</b> Using secondary sources, students will investigate two modern primary source quotes (from the Declaration of Independence and Adolf Hitler) to determine which is democratic and which is totalitarian and construct an argument to back up their claims.  Reference: Starting on page 126:  <a href="http://schools.nyc.gov/documents/teachandlearn/GT/G&amp;T_2008_Greece_Unit_of_Study_FINALweb.pdf">http://schools.nyc.gov/documents/teachandlearn/GT/G&amp;T_2008_Greece_Unit_of_Study_FINALweb.pdf</a>  Literacy RH.6-8.7</p> <p><b>6.49</b> In groups: brainstorm characteristics of obtaining citizenship in Greek city-state, pretend they are in Greece and create their own city-state. Use a power point presentation to convince others to become a citizen in your city- state and explain the steps they should take to join.  Literacy RH.6-8.7</p>
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**6.63** How did the republican government in ancient Rome influence the establishment of representative democracy in the United States?

**6.63** Why is Roman law important to us today?

**6.63** What did separation of powers, rule of law, and civic duty mean to citizens of the ancient Roman republic?

**Content Vocabulary (Tier 3):** polis, agora, tyrant, oligarchy, helot, direct democracy, rhetoric, Hellenistic Era, republic, veto, dictator, praetor, civic duty, consul, tribune, triumvirate, civic participation, proconsul.

**Academic Vocabulary (Tier 2):** participation, government, strengths, weaknesses, modern, claim, citizenship, constitution, rule of law, rights, privilege, highlight.

**6.49/6.63** Ancient Athens was a direct democracy. The United States Constitution provides for a representative democracy, much like in Rome. Do you think the United States should change to a direct democracy? Why or why not? Write your response in a well-reasoned essay.

Documents to reference re: government of Athens:  
Aristotle's The Athenian Constitution (Lexile – 1410L)

[http://classics.mit.edu/Aristotle/athenian\\_const.html](http://classics.mit.edu/Aristotle/athenian_const.html)

Pericles' Funeral Oration (Lexile – 900L)

<http://legacy.fordham.edu/halsall/ancient/pericles-funeralspeech.asp>

Literacy WHST.6-8.1

**6.49/6.63** Write a dialogue between a Roman citizen and a Greek citizen each arguing that their style of democracy is a better form of government. Reference: [http://media-out.vcpusd.net/9-12Resources/ModernWorldHistory/CM6\\_5-11.pdf](http://media-out.vcpusd.net/9-12Resources/ModernWorldHistory/CM6_5-11.pdf)

Literacy WHST.6-8.1

**6.63** Create a chart comparing Rome's Assembly and Senate to the U.S.'s House of Representatives and Senate. LITERACY.RH.6-8.1

**6.63** Cite evidence from secondary and primary source documents in graphic organizers to outline the forms of government in Ancient Rome. Reference:  
[http://socialsciences.dadeschools.net/files/secondary\\_lessons-civic\\_intergration/SS%206%20C%201%202-lesson.pdf](http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS%206%20C%201%202-lesson.pdf)

		<p>Literacy WHST.6-8.1</p> <p><b>6.63</b> Use the internet to research the Twelve Tables of Rome. Work with your group to design a similar series of laws that are needed in society today. Record them, using modern language. How is your law code similar to and different from the Twelve Tables? Literacy WHST.6-8.1,2</p> <p><b>6.63</b> Write and present a speech to present to the Founding Fathers at the Constitutional Convention on the role of government and law in ancient Rome. Explain which Roman ideals will or will not be useful for the new country. Students may utilize their textbook, readings, and the internet to conduct research. Reference (with documents): <a href="http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS%206%20C%201%202-lesson.pdf">http://socialsciences.dadeschools.net/files/secondary_lessons-civic_intergration/SS%206%20C%201%202-lesson.pdf</a></p> <p>Literacy WHST.6-8.1,2</p> <p><b>6.63</b> In an essay, describe what the idea of 'rule of law' meant to the average Roman. Literacy WHST.6-8.1,2</p> <p><b>6.63</b> Create a list comparing the limits on the powers of the Roman consuls and the powers of the President of the United States.</p> <p>Literacy WHST.6-8.1,2</p> <p><b>6.63</b> Is voting a right or a privilege of citizens? Write a short essay response that describes citizenship and voting rights in Rome and the United States. Reference:</p>
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		<p><a href="http://www.darke.k12.oh.us/curriculum/socialstudies/RomeandAmerica.pdf">http://www.darke.k12.oh.us/curriculum/socialstudies/RomeandAmerica.pdf</a> Literacy WHST.6-8.1,2</p> <p><b>6.63</b> Analyze a secondary source document on Roman and American styles of government, citizenship, and rule of law. Fill in a graphic organizer to highlight the difference. Source and organizer: <a href="http://www.darke.k12.oh.us/curriculum/socialstudies/RomeandAmerica.pdf">http://www.darke.k12.oh.us/curriculum/socialstudies/RomeandAmerica.pdf</a> Literacy RH.6-8.1</p> <p><b>6.63</b> Analyze primary and secondary source documents and cite evidence from the sources to decide how democratic Ancient Rome actually was. Reference: (requires creation of free account) <a href="https://sheg.stanford.edu/roman-republic">https://sheg.stanford.edu/roman-republic</a> Literacy RH.6-8.1</p> <p><b>6.63</b> Was Ancient Rome really democratic? Write your argument in a multi-paragraph essay. Reference: (requires creation of free account) <a href="https://sheg.stanford.edu/roman-republic">https://sheg.stanford.edu/roman-republic</a> Literacy RH.6-8.1</p> <p><b>6.63</b> Debate which group makes better soldiers Ancient Roman paid professionals or modern America citizen volunteers citing evidence from the text. Literacy WHST.6-8.1</p>
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## ADDITIONAL RESOURCES

[Egypt Maps](#)

[Egyptian Art-Teacher should preview and select pictures for students to view.](#)

[Characteristics of Egyptian Art](#)

[About Hieroglyphics](#)

**Social Studies Practice Tests**

<http://www.tennessee.gov/education/topic/social-studies-assessment>

History Atlas: Primary documents, Short Passages, Photos, Timelines

[http://www.ushistoryatlas.com/site/members\\_homepage.html](http://www.ushistoryatlas.com/site/members_homepage.html)

Library of Congress: Lesson Plans, Photos, Primary Documents

<http://www.loc.gov/teachers/>

National Archives: Lesson Plans, Photos, Primary Documents, Analysis Worksheets

<http://www.archives.gov/education/lessons/>

Britannica Digital Learning (Username: Shelby/ Password: County)

<http://school.eb.com>

[/levels](#)

Britannica: Resource Packs (Username: Shelby/ Password: County)

<http://packs.eb.com/resourcepacks#/>

Read Works: Social Studies Reading Passages

<http://www.readworks.org/social-studies-reading-passages>

Social Studies Text Book Resources (800) 437-3715

<http://connected.mcgraw-hill.com/>

A GUIDE TO WRITING A DBQ

<http://www.thecaveonline.com/APEH/dbqhowto.html>

Document Based Questions and Constructed Response Questions

<http://www.edteck.com/dbq/basic/lesson.htm>

The Gilder Lehrman Institute of American History: The Gilder Lehrman Collection (Primary Documents)

<https://www.gilderlehrman.org/collections>

Texas: Released Test Questions (All Content Areas)

## ADDITIONAL RESOURCES

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_%28STAAR%29/STAAR\\_Released\\_Test\\_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_%28STAAR%29/STAAR_Released_Test_Questions/)

The History Project: Lesson and Primary Documents

<http://historyproject.ucdavis.edu/lessons/>

Online Practice Tests

[https://login1.cloud2.tds.airast.org/student/V139/Pages/LoginShell.aspx?a=Student&c=Ohio\\_PT&logout=true](https://login1.cloud2.tds.airast.org/student/V139/Pages/LoginShell.aspx?a=Student&c=Ohio_PT&logout=true)

Louisiana: Released and Sample Test Items

<https://www.louisianabelieves.com/resources/library/released-and-sample-test-items>

Texas: Released Test Questions (All Content Areas)

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Testing/State\\_of\\_Texas\\_Assessments\\_of\\_Academic\\_Readiness\\_%28STAAR%29/STAAR\\_Released\\_Test\\_Questions/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_%28STAAR%29/STAAR_Released_Test_Questions/)

**Available Databases for All Schools:**

**Britannica Online and Britannica ImageQuest**

To Log on to **Britannica School**:

Go to: <http://school.eb.co.uk/>

Username – shelby

Password – county

To Log on to **ImageQuest**

Go to: [quest.eb.com](http://quest.eb.com)

Username – shelby

Password - county

**World Almanac Online**

World Almanac Online (for middle and high schools)

World Almanac for Kids: Includes Unlimited Usage; Onsite and Remote Access

**The World Almanac Online (for middle and high)**

Go to: <http://online.infobaselearning.com/Direct.aspx?aid=237361&pid=WE29>

**Access Credentials:** for middle and high

Username: shelbycty-2nd

Password: digital

**Additional References for Social Studies Curricula:**

\*Trouble with Links? Use Google Chrome or Mozilla Firefox

## ADDITIONAL RESOURCES

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

<http://www.rcschools.net/education/page/download.php?fileinfo=NXR0X0dyYWRIX0VMQV8xc3RFTmluZV9XZWVrc19DdXJyaWN1bHVtX0d1aWRILnBkZjo6Oi93d3c1L3NjaG9vbHMvdG4vcnV0aGVyZm9yZGNvdW50eS9pbWFnZXMvZGVza3RvcF9maWxlcY82ZmlsZTI0My5wZGY=>

**Images and short film clips -**

Olduvai Gorge - <http://www.ngorongorocrater.org/oldupai.html>

<http://whc.unesco.org/en/list/39>

Louis & Mary Leakey - <http://www.biography.com/people/louis-leakey-21243935>

<http://www.biography.com/people/mary-leakey-9376051>

**Supporting primary source documents and additional texts to consider as prescribed by the state -**

Lascaux Meadows - <http://life.time.com/culture/lascaux-early-color-photos-of-the-famous-cave-paintings-france-1947/> - 1

Sulawesi Cave - <http://news.nationalgeographic.com/news/2014/10/141008-cave-art-sulawesi-hand-science/>

**Freer-Sackler Gallery at the Smithsonian Institute –**

Collections: Ancient Egyptian Art- <http://www.asia.si.edu/collections/egyptian.asp>

Egyptian Picture Gallery- [http://historylink101.com/n/egypt\\_1/pic\\_main.htm](http://historylink101.com/n/egypt_1/pic_main.htm)

Ancient Egyptian Maps (time periods)- <http://www.timemaps.com/history/ancient-egypt-3500bc>

**Links to Support Vocabulary Instruction & Development**

[http://www.sde.idaho.gov/site/social\\_studies/docs/core/Visual%20Evidence.pdf](http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf)

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemr1s3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

[http://achievethecore.org/content/upload/Liben\\_Vocabulary\\_Article.pdf](http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf)

<http://achievethecore.org/page/61/which-words-do-i-teach-and-how-detail-pg> (Supplemental Resources, click Vocabulary Quadrant)

**Additional Resources**

<http://www.socialstudiescms.com>

<http://connected.mcgraw-hill.com/connected/login.do>

## ADDITIONAL RESOURCES

<http://scs-socialstudies.weebly.com/>

<http://earth.google.com/>

<http://edugoodies.com/index.htm>

**Israel:**

<http://hanginggardensofbabylon.org/hanginggardens.asp>

<https://www.google.com/webhp?hl=en#safe=strict&hl=en&q=Nebuchadnezzar>

<http://study.com/academy/lesson/darius-the-great-biography-quotes-facts.html>

<http://www.cyrusthegreat.net/>

<https://www.ancient.eu/map/>

<http://www.britannica.com/place/Jordan-River>

[http://www.newworldencyclopedia.org/entry/Sinai\\_Peninsula](http://www.newworldencyclopedia.org/entry/Sinai_Peninsula)

<http://www.ancient.eu/phoenicia/>

<http://www.timemaps.com/civilization/ancient-israel>

<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/scriptures.html>

<http://www.religionfacts.com/judaism>

The Louvre - <http://www.louvre.fr/en/departments/near-eastern-antiquities>

<http://christianity.about.com/od/oldtestamentpeople/a/King-David.htm>

**India:**

<http://www.ancient.eu/search/?q=siddhartha+gautama&sa.x=20&sa.y=12>

[http://www.ancient.eu/The\\_Vedas/](http://www.ancient.eu/The_Vedas/)

**China:**

<http://china.mrdonn.org/index.html>

<http://archive.artsmia.org/art-of-asia/index.html>

<http://www.ancientchina.co.uk/menu.html>

<http://www.historyforkids.org/learn/china/>

[http://www.ancient.eu/Silk\\_Road/](http://www.ancient.eu/Silk_Road/)

Additional References for Social Studies Curricula:

## ADDITIONAL RESOURCES

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

<http://www.rcschools.net/education/page/download.php?fileinfo=NXR0X0dyYWRIX0VMQV8xc3RFTmluZV9XZWVrc19DdXJyaWN1bHVtX0d1aWRILnBkZjo6Oi93d3c1L3NjaG9vbHMvdG4vcnV0aGVyZm9yZGNvdW50eS9pbWFnZXMvZGVza3RvcF9maWxlcY82ZmlsZTI0My5wZGY=>

**These sites can be used to enhance your lesson plans!**

- Ever Fi (Economics, financial Literacy & African American History)

[www.everfi.com/login](http://www.everfi.com/login)

Read Works (Informational Passages/Articles including Paired Texts)

<http://www.readworks.org/>

Newsela (Informational topics)

<https://newsela.com/>

Britannica [www.school.eb.com](http://www.school.eb.com) Username: shelby Password: county

To Log on to ImageQuest

Go to: [quest.eb.com](http://quest.eb.com) Username – shelby Password - county

The World Almanac Online (for middle and high)

<http://online.infobaselearning.com/Direct.aspx?aid=237361&pid=WE29>

Access Credentials: for middle and high

Username: shelbycty-2nd

Password: digital

Engage New York

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Achieve The Core <http://achievethecore.org/>

Gilder-Lehrman

<https://www.gilderlehrman.org/programs-exhibitions/affiliate-school-program>

Teacher Tube (Uses your SCS Log-in)

McGraw Hill: <http://connected.mcgraw-hill.com>

(for SCS teachers only- call 1 (800) 437-3715 for Log-in)

ADDITIONAL RESOURCES