

New Hanover Township School

2013

Social Studies

Title of Unit	Core Concepts Handbook	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 – 3 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

Overview of the origins of history and geography, citizenship and economics, and culture.

6.1 U.S. History: America in the World

Strand A: Civics, Government and Human Rights

Strand B: Geography, People, and the Environment

Strand C: Economics, Innovation, and Technology

Strand D: History, Culture, and Perspectives

Understanding (s):

- For centuries people have needed to measure and organize time.
- Discoveries about past cultures are made using a variety of historical objects, sources, and tools.
- Historical sources should always be thoroughly evaluated.
- Geographers use various tools to understand locations on Earth’s surface.
- The manner in which a government is structured determines the power, rights and freedom of its citizens.
- Around the world, citizenship is accompanied by varying rights and responsibilities.
- Consumers and producers make economic decisions and exchanges within markets, both domestic and international.
- The beliefs, languages, and practices of a people make up their culture, which can extend beyond national boundaries.
- Societies and the social structures that frame them are formed to meet people’s shared basic needs.

Essential Question (s):

- Throughout history, how have societies and cultures organized time in different ways?
- How can historical sources provide important information and how can historians evaluate the accuracy and reliability of sources?
- How can you make sense of geography by using 5 major themes?
- How can you use the same tools to help show different things about different places?
- Explain how historical maps offer visual representations of historical information.
- Why is a government’s power either limited or unlimited?
- How do political systems change throughout history and the world?
- How do political structures help governments operate in an organized way?
- Why do rights and responsibilities vary widely in different countries?
- How do economies bring together people and businesses?
- Who controls economic systems in

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<ul style="list-style-type: none"> • Cultures spread and change as the people within them also spread out and change. 	<p>societies?</p> <ul style="list-style-type: none"> • Why do individuals and countries trade with one another? • Why should a person manage money wisely? • What is culture? • How do religious beliefs play a role in shaping cultures? • How do cultural traits spread from one culture to another? • How does science and technology influence culture?
<p style="text-align: center;"><i>Students will know....</i></p> <ul style="list-style-type: none"> • Vocabulary terms regarding history, geography, citizenship, economics, and culture • Key facts regarding timelines, and primary and secondary sources • Basic geography • Citizenship and economics relate to each other through government • The beliefs, languages, and practices of a people make up their culture, which can extend beyond national boundaries. 	<p style="text-align: center;"><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Recognize, define, and use related vocabulary • Use research skills to create time capsules • Express their acquired knowledge both orally and in writing
<p>Stage 2 – Assessment Evidence</p>	
<p>Performance Task (s):</p> <ul style="list-style-type: none"> • Design a timeline in the activity <i>Timeline Activity</i> • Complete <i>Word Wise</i> in student journals • Design an exhibit brochure in the activity <i>Planning History</i> • Create a travel guide for their home community in the activity <i>Five Themes</i> • Create a personal historical map • Compare the actions of limited and unlimited governments • Describe different types of political leaders • Play a matching game about 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Written assessments on “History and Geography” • Differentiated assessment selecting from 5 choices • Oral and written response to 3 to 5 essential questions

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<p>economics</p> <ul style="list-style-type: none">• Experience specialization and competition in the activity <i>Entrepreneurs</i>• Navigate trade barriers in the activity <i>International Traders</i>• Identify evidence of cultural traits and cultural landscapes in the activity <i>Culture Spotting</i>• Trace cultural diffusion• Examine the effects of losing a modern technology	
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Stage 3 – Learning Plan

Learning Activities:

- Include readings linked to the identified content standards/understandings
- Link to myworldhistory.com for:
visual glossary; geographic information system (GIS); self-tests
- Link to ph.infoplease.com to further explore Key Terms and issues introduced through the Core Concepts Handbook
- Link to success tracker (part of myworldhistory.com)
- Complete word wise in student journals
- Create timeline builders
- Read guide on the side to check for understanding of key ideas, key terms, and objectives
- Complete My World Activity Support
- Create brochures, timelines, time capsules, travel guides
- Refer to BBC children to discuss various cultures and governments
- Research branches of our government
- Perform debate brainstorming and actual debates
- Refer to BBC children to understand international trade
- Create individual budgets
- Discuss current events relating religious difficulties to cultures, and societies
- Explore fast growing technology and discuss effects on culture

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Title of Unit	Unit 1: Origins	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Understand the origins of humans and the development of hunter-gatherer societies.
- Discover how the world’s first cities and civilizations developed.
- Learns about Mary Leakey’s discoveries and the rule of Gilgamesh.
- Go on assignment to learn about early people and the beginning of civilization.

Essential Question (s):

- What are the consequences of technology?
- What should governments do?

Students will know....

- We reconstruct the past by interpreting evidence that people have left behind.
- Throughout history, humans have developed technology and skills to help them survive.
- People create art to express their everyday concerns, their values, and their beliefs.
- What artifacts show about early humans.
- Specific archaeological finds that suggest human life began in Africa.

Students will be able to...

- Identify main ideas about the scientific study of early humans.
- Synthesize information about archaeological discover.
- Analyze cause and effect links in the development of early human societies.
- Demonstrate usefulness of new tools or skills.
- Sequence human migration paths and the development of complex societies.
- Analyze cause and effect relationships between tools and survival.
- Analyze cause and effect links between

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<ul style="list-style-type: none">• Skills helped hunter-gatherer societies survive.• Features of early humans of the Stone Age.• Ways that modern humans migrated to populate Earth's regions.• Ice Age human societies became increasingly complex and religious.• Throughout history, humans have developed technology and skills to help them survive.• Domesticating plants and animals changed human life.• Agriculture led to permanent settlements and specialized roles. Villages became cities and then• How villages became cities and then civilizations.• Common features of all early civilizations.• Understand the role of primary and secondary sources in the archaeological process.	<p>agriculture and early human societies.</p> <ul style="list-style-type: none">• Draw conclusions about the future needs of an early agricultural settlement.• Summarize features of early civilizations.• Identify evidence that two specific cultures are civilizations.
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Stage 2 – Assessment Evidence

<p>Performance Task (s):</p> <ul style="list-style-type: none">• Read all chapter lessons.• Write a news article explaining the importance of an archaeological find.• Go "On Assignment" and complete all chapter assignments.• Present persuasive argument for adopting new tools or foods early humans might use.• Choose tools that support survival in different environments.• Draw conclusions about future job skills an early agricultural community might need.• List ways that early cultures reflect features common to all civilizations.	<p>Other Evidence:</p> <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students' progress• Review students' responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment• Success tracker/myworldhistory.com
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| <ul style="list-style-type: none">• Read and analyze two documents about the archaeological process and its results.• Role play future archaeologist to study and draw conclusions about an object. | |
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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes” in their Student Journal
 1. to record key ideas about the scientific study of early humans
 2. to track the effects that new tools and skills had on early human development; to sequence early human migration and development
 3. to record effects of agriculture on early human societies
 4. to summarize information about common features of early civilizations
- 5. Have students complete 21st Century Online Tutor “Identify Main Idea and Details”, and apply this skill to reading the section
- 6. to analyze cause and effect and apply to the reading section
- Practice: MyWorldActivity (interactive site)
 1. students will use provided information to write a brief news article about an archaeological find
 2. students will develop an oral presentation to persuade fellow early humans to use a new skill or tool
 3. students will select survival tools and then match these to changing environments
 4. students will explore specialized jobs in an early agricultural community and role-play youngsters proposing to train for jobs that fill current and future specialization needs
 5. students will find and cite evidence that two early cultures reflect the eight features common to all civilizations
 6. complete “Archaeologist for a Day” activity
- Complete “21st Century Online Tutor” in each sections.

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Title of Unit	Unit 2: The Ancient Near East	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	4 to 4 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

Understanding (s):

- Study civilizations and empires in the Fertile Crescent.
- Explore leadership and culture in ancient Egypt and Nubia.
- Learn about Judaism and the Jewish people.
- Learn about Cyrus the Great and his rule of the Persian Empire, pharaoh Hatshepsut’s rule of Egypt, and the biblical character Ruth.
- Go on assignment to learn about trade and technology in the Fertile Crescent, the geography of Egypt and Nubia, and the religion and culture of the Jewish people.

Essential Question (s):

- What are the consequences of technology?
- How much does geography affect people’s lives?
- How are religion and culture connected?

Students will know....

- The Fertile Crescent sustained the first known civilization.
- Sumer had a class system in which priests and kings held power.
- Sargon conquered Sumerian city-states to create an empire
- Hammurabi’s Code defined laws that united the empire.
- Assyrians and Persians created and governed vast empires.

Students will be able to...

- Identify main ideas and details about the Standard of Ur.
- Identify and create a modern “standard”.
- Analyze causes and effects of the first empires.
- Draw conclusions about Hammurabi’s Code and its impact on modern laws.
- Read the Assyrian and Persian Empires.
- Identify elements of Babylon’s

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| <ul style="list-style-type: none">• Mesopotamian cultures made lasting contributions to the arts.• Phoenicians spread Mesopotamian civilization through ocean trade.• The Phoenician alphabet was a significant contribution.• How Egypt's geography shaped its civilization.• That dynasties of pharaohs ruled Egypt.• That Egyptians worshiped many gods.• That Egyptians developed one of the world's first systems of writing.• Egyptian accomplishments in math, science, art, architecture, and literature.• That trade led to diffusion between Egypt and its neighbors.• How the cultures of Egypt and Nubia were linked and yet distinct.• The story of Abraham and how the Israelite belief in one God became Judaism.• The story of Moses and how he led the Israelites out of slavery.• That the Israelites settled in Canaan.• That Judaism is based on the Hebrew Bible.• That Jewish people value studying and understanding God's laws.• That Judaism teaches how people relate to God and one another.• Key events in the history of the kingdoms of Israel and Judah.• How the Diaspora occurred and where Jews have lived.• How Judaism has affected our world today. | <ul style="list-style-type: none">• infrastructure and culture.• Go "On Assignment" in Assyria and Persia to explore the regions online.• Summarize information about the Phoenicians.• Categorize information to conduct a Phoenician trade exercise.• Identify main ideas and details.• Compare viewpoints to understand the lives of ordinary Egyptians.• Summarize ancient Egypt's main accomplishments.• Develop cultural awareness about the role of mathematics in building the pyramids.• Analyze cause and effect as it affected relations between Egypt and Nubia.• Solve problems that might have affected relations between Egypt and Nubia.• Develop awareness of Jewish beliefs based on the Jewish Scriptures.• Understand the story of Moses.• Understand Jewish teachings and practices.• Analyze the importance of law and learning in Judaism.• Understand the effects of the Diaspora.• Summarize Judaism's effect on the world.• Describe the beliefs revealed by documents about polytheism and monotheism. |
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Stage 2 – Assessment Evidence

Performance Task (s):

- Read all chapter lessons.
- Identify and evaluate picture writing signs.
- Go “On Assignment” and complete all chapter assignments.
- Make connections between ancient and modern laws.
- Identify elements of Babylon’s infrastructure and culture.
- Categorize information to trade using the Phoenician alphabet.
- Understand how geography, government, economic, and religion affect people’s lives.
- Explore how Egyptian engineers used math.
- Role-play an adviser to the Egyptian pharaoh.
- Analyze the accomplishments of Moses.
- Explore how the Bible serves as the basis of Jewish practices.
- Learn where modern Jewish people live because of the Diaspora.

Other Evidence:

- Review Word Wise and Take Notes in the Student Journal
- Use the Section Assessment and Section Quiz to check students’ progress
- Review students’ responses to the Section Assessment Essential Question prompt
- Benchmark tests
- Myworldhistory.com/on assignment
- Success tracker/myworldhistory.com

Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
 - Have students “Take Notes” in their Student Journal
1. Identify main ideas and details about Sumerian civilization
 2. Analyze causes and effects of the conquest of Sumer
 3. Summarize facts about the Assyrian and Persian empires.
 4. Summarize aspects of Phoenician society
 5. Record main ideas and details from Section 1
 6. Summarize aspects of Egyptian culture.
 7. Identify cause and effect links between Egypt and Nubia
 8. Write a few facts about each part of Section 1
 9. Show cause and effect relations between Jewish sacred writings and key Jewish

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teachings

10. to write a short timeline of ancient Israel

- Practice: MyWorldActivity (interactive site)

1. Students will identify and create images based on the Standard of Ur

2. Students will read about modern-day punishments to identify and draw conclusions about their purpose and effects

3. Students will work in teams acting as “restoration committees” to plan an element of Babylon’s restoration

4. Students will conduct a trade activity using the Phoenician alphabet

5. Students will write poems, song, or raps reflecting the key section themes from various points of view

6. Students will use math skills to decide how the pyramids were built

7. Students will play the role of an adviser to the Egyptian pharaoh regarding trade with Nubia

8. Students will create interviews describing the actions of an ancient Jewish leader named Moses as viewed from different perspectives

9. Students will compare different types of literature found in the Hebrew Bible

10. Students will use a map to trace where Jewish populations have lived in the past and present

- Use 21st Century Online Tutor to apply skills to each section

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Title of Unit	Unit 3: Ancient India and China	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	2 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

Understanding (s):

- Learn about early civilizations of India.
- Explore India’s Maurya and Gupta empires.
- Study ancient China’s dynasties, religions, and beliefs.
- Examine ancient China’s empires and achievements.
- Learn about the fictional Indian girl, Amala, and the historical figures Zhang Shi, Shi Huangdi, and Ashoka.
- To “On Assignment” to learn about the geography, cultures, and leadership of ancient India and China.

Essential Question (s):

- How much does geography affect people’s lives?
- How are religion and culture connected?
- What should governments do?

Students will know....

- Geography of the Indian subcontinent.
- How Indus Valley civilization was organized.
- Mysteries remain about ancient India.
- Theories about the origins of the Indo-Aryans.
- Information the Vedas provide about Aryan life.
- Groups that evolved into a caste system.
- How Hinduism evolved from Vedic beliefs and practices.
- Hindu teachings about life and after

Students will be able to...

- Identify physical features of South Asia.
- Draw inferences about Indus Valley civilization.
- Compare theories about the Aryans.
- Describe the Vedas and caste system.
- Sequence the development of Hinduism.
- Comprehend Hindu beliefs.
- Compare and contrast Buddhism with Hinduism.
- Synthesize knowledge of Buddhism.
- Determine Chandragupta’s rise to power.

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<p>death.</p> <ul style="list-style-type: none">• How Hinduism spread throughout India.• Buddha's search for truth led to spiritual enlightenment.• Teachings of the Buddha.• How two forms of Buddhism emerged.• Chandragupta used strategy to unite India.• Chandragupta created a bureaucracy, tax system, and spy network.• Ashoka improved the lives of his subjects.• The Gupta dynasty created the second major Indian Empire.• India made advances in the arts, sciences, and mathematics under the Gupta.• How geographic features isolated China from other civilizations.• That Chinese civilization arose along the Huang River.• Achievements of the Shang Dynasty.• The concept of the Mandate of Heaven.• How the Zhou expanded their empire.• The structure and features of Zhou society.• Characteristics of ancestor worship.• Goals and beliefs of Confucianism and Daoism.• How the Qin became the first dynasty to unify China.• Characteristics of a Legalist form of government.• Han emperors created one of the most successful Chinese dynasties.• Confucianism, the Silk Road, and the civil service enhanced the Han Dynasty.• Han society was based on Confucian teachings.	<ul style="list-style-type: none">• Evaluate the reigns of Chandragupta and Ashoka by asking questions.• Summarize achievements of the Gupta dynasty.• Create a booklet highlighting India's advances in learning.• Describe the physical features of China• Summarize the rise of the Shang.• Identify the main idea and details of Zhou rule.• Identify how the Zhou used the Mandate of Heaven to gain control of China.• Compare and contrast spiritual traditions, Confucianism, and Daoism.• Analyze the philosophies of Confucius and Laozi.• Understand why Shi Huangdi was able to gain and hold power as the First Emperor.• Ask and answer questions about the Qin.• Contrast the Han's strengths with the Qin's weaknesses.• Identify reasons why the Han Dynasty was successful.• Summarize Han society and achievements.• Prioritize the effect of Han inventions on ancient China.
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- China expanded and prospered under the Han Dynasty.

Stage 2 – Assessment Evidence

Performance Task (s):

- Read all chapter lessons.
- Draw inferences about Indus Valley culture from artifacts.
- Go “On Assignment” and complete all chapter assignments.
- Read about India’s Vedic Age.
- Identify characteristics of various castes.
- Illustrate aspects of Hinduism.
- Act out one of the steps of the Buddha’s Eightfold Path.
- Learn about the Maurya Empire.
- Create interview questions for Chandragupta and Ashoka.
- Trace current technologies to Gupta scientists and mathematicians.
- Go “On Assignment” and explore cultural achievements of Gupta India.
- Read Settling Along the Huang river.
- Synthesize Shang achievements onto a bronze vessel.
- Make connections between ruling wisely and holding the Mandate of Heaven.
- Learn the differences in views held by Confucius and Laozi.
- Review the achievements and failures of Shi Huangdi
- Provide persuasive arguments for joining the Han Dynasty.
- Rank the importance of Han actions and inventions.

Other Evidence:

- Review Word Wise and Take Notes in the Student Journal
- Use the Section Assessment and Section Quiz to check students’ progress
- Review students’ responses to the Section Assessment Essential Question prompt
- Benchmark tests
- Myworldhistory.com/on assignment
- Success tracker/myworldhistory.com

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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes” in their Student Journal:
 1. Identify the physical and cultural features of the ancient Indus Valley civilization.
 2. Summarize Aryan life and elements of the early caste system.
 3. Identify the roots of Hinduism and Hindu beliefs today.
 4. Summarize Buddhist beliefs.
 5. Summarize the expansion of the Gupta empire and the achievements that occurred during India’s classical age.
 6. Summarize the effect that Chandragupta and Ashoka had on India.
 7. Learn about the geography of China and the rise of the Shang Dynasty along the Huang River.
 8. Summarize the successes and challenges of the Zhou Dynasty.
 9. Learn about spirit and ancestor worship, Confucianism, and Daoism.
 10. Identify the effects of the Great Wall.
 11. Identify the cause and effects of the actions of the Han emperors regarding philosophy, trade, and education.
 12. Summarize the Han society, economic life, and artistic and scientific achievements.
- Practice: MyWorldActivity (interactive site)
 1. Students analyze artifacts from Harappa.
 2. Students will learn about the early caste system in Aryan society.
 3. Students will select a Hindu concept to describe.
 4. Act out the Eightfold Path.
 5. Practice asking interview questions of one another before “interviewing” Chandragupta and Ashoka.
 6. Create a children’s book that highlights and illustrates the achievements of Gupta India.
 7. Design a bronze pot that shows the achievements of the Shang Dynasty.
 8. Write a letter to the people of China announcing how and why they, as the new Ahou king, received the Mandate of Heaven.
 9. Compare two quotes of Confucius and Laozi, and then write a philosophical saying to address a modern problem.
 10. Ask questions to review the achievements and failures of the Qin Dynasty.
 11. Identify the strengths of the Han rulers and then write a persuasive argument to convince “villagers” to join the Han Dynasty.
 12. Rate several Han achievements and inventions by importance, and then summarize how they affected Han China.
- Complete 21st Century Online Tutor

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Title of Unit	Unit 4 Ancient Greece	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	2 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Learn about the rise of ancient Greek city-states and their economies and government.
- Study conflicts and cultures of ancient Greece.
- Learn about the Athenian military leader Pericles and the powerful rule of Alexander the Great.
- Go On Assignment to learn about conflicts and struggles for power in ancient Greece.

Essential Question (s):

- What is power? Who should have it?
- How should we handle conflict?

Students will know....

- The effects of mountains and sea on Greek character and culture.
- Invasions and wars in early Greek history.
- The significance of the city-state, or polis.
- The divisions of Greek society into classes.
- The roles and rights of women in different city-states.
- The movement to colonize.
- The variety of governments in Greek city-states.
- The evolution of democracy in Athens.
- Characteristics of Sparta’s oligarchy.

Students will be able to...

- Analyze causes and effects of events in early Greek history.
- Sequence events leading up to the development of the polis.
- Identify important ideas and details about Greek colonization and trade.
- Distinguish the rights, roles, and status of different groups in ancient Greece.
- Summarize different aspects of government in Athens.
- Identify facts and suggest opinions about Athenian democracy.
- Compare and contrast Sparta and Athens.
- Develop awareness of Sparta’s culture.

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<ul style="list-style-type: none">• Differences from Athens in terms of education, citizenship, and women’s roles.• How the Greeks defeated the Persians.• The effect of Athen’s rise to dominance.• Destructive wars that resulted from the rivalry between Athens and Sparta.• Macedonia’s defeat of the Greek city-states.• The conquest of vast territory by Alexander.• The spread of Hellenistic culture throughout Alexander’s empire.• The gods and goddesses of Greek mythology.• The influence of Greek art, architecture, poetry, and drama.• Greek philosophers, scientists, and historians.• The importance of ancient Alexandria, Egypt, as a learning and trading center.	<ul style="list-style-type: none">• Compare and contrast warring factions.• Identify evidence about the course of ancient Greek wars.• Sequence events that occurred during the conquest of Philip and Alexander.• Recognize the influence of Greek culture.• Identify important ideas and details about Greek religion.• Synthesize information on the Greek arts.• Summarize Greek advances in science, math, and medicine.• Draw conclusions about important scholars and scientists of ancient Greece.• Contrast government and society in ancient Sparta and Athens.
Stage 2 – Assessment Evidence	
Performance Task (s): <ul style="list-style-type: none">• Read all chapter lessons.• Create an illustrated timeline showing stages in the beginning of ancient Greek history.• Go “On Assignment” and complete all chapter assignments.• Compare the viewpoints of two divergent groups in ancient Greece.• Write a recommendation.• Create a children’s storybook.• Create an interview of a soldier in one of the great Greek wars.• Recognize biased statements about Alexander.• Create a mural about Greek arts.• Make up clues about notable thinkers of ancient Greece.	Other Evidence: <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students’ progress• Review students’ responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment• Success tracker/myworldhistory.com

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| <ul style="list-style-type: none">• Read and analyze excerpts about the right way to govern.• Write and present a speech from the point of view of an ancient Spartan or Athenian leader, citizen, or slave. | |
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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes” in their Student Journal:
 1. Analyze causes and effects of events in ancient Greek history.
 2. Identify important information about colonization in ancient Greece.
 3. Summarize information about Athens.
 4. Compare and contrast the role of women in Athens and Sparta.
 5. Compare and contrast competing forces in ancient Greece.
 6. Sequence the events that took Alexander from Macedonia to India.
 7. Record important information about Athens.
 8. Summarize contributions of ancient Greek scholars.
- Practice: MyWorldActivity (interactive site):
 1. Create an illustrated timeline of early ancient Greek history.
 2. Create a Viewpoint Poster to compare and contrast the viewpoints of two groups in Greek society.
 3. Identify facts and write opinions about democracy in Athens.
 4. Create a children’s storybook set in Sparta.
 5. Conduct an interview with a soldier involved in one of the wars.
 6. Create a biographical sketch of Alexander’s life.
 7. Synthesize information from ancient Greek Beliefs and Arts into a mural about ancient Greek artistic achievements.
 8. Create flash cards about specific scholars and scientists of ancient Greece.
 9. Role play an Athenian or Spartan leader, citizen, or slave by writing a speech in response to one of the documents.
- Complete 21st Century Online Tutor.

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Title of Unit	Unit 5 Ancient Rome	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.b. Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.a. Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.b. Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Learn about the rise of the Roman republic and Roman society.
- Study the rise and fall of the Roman Empire, ancient Rome’s cultural legacy, and about the origins and beliefs of Christianity.
- Learn about TulliaCiceronis, the daughter of an influential politician in ancient Rome; and about the Christian missionary Paul.
- Go On Assignment to learn about ancient Rome’s government and the spread of Christianity throughout the Roman empire.

Essential Question (s):

- What should government do?
- Why do people move?

Students will know....

- Influence of geograpjhy and adjacent cultures on Rome and its culture.
- Events shaping the Roman republic and its conquest of Italy.
- The structure of government and division of power in the Roman republic.
- Influences of the Roman republic on later governments.

Students will be able to...

- Analyze cause and effect links between geography and Rome’s development.
- Synthesize information about Rome’s geography and growth.
- Identify main ideas and details about the government of the Roman republic.
- Compare and contrast the effects of different governmental structures.

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<ul style="list-style-type: none">• Gender and class divisions in Roman society.• The role of religion in Roman society and government.• The role of war in the expansion and later collapse of the Roman republic.• Problems wealth caused for Roman society and government.• Emperor's roles in the Pax Romana.• Roman contributions to technology, trade, and culture.• Cultural achievements of the Roman Empire.• Legal and cultural influences of the Roman Empire on later cultures.• The origins of Christianity in Roman times.• The role of Jesus in early Christianity.• The core beliefs of early Christian.• Values of the Judeo-Christian tradition.• Events during the decline of the Roman Empire.• Important leaders in the latter years of the roman empire.	<ul style="list-style-type: none">• Compare and contrast the lives of different groups in Roman society.• Draw conclusions about the daily lives of different groups in Rome.• Summarize the growth and decline of the Roman republic.• Compare and contrast views of Julius Caesar's value as a permanent dictator.• Analyze the effects of practical achievements on Rome's prosperity and growth.• Explain features and the benefits of a Roman practical achievement.• Identify main ideas and details about Roman culture and its legacy.• Relate the Roman and Arabic numeral systems.• Sequence important events in the history of early Christianity.• Compare and contrast Christianity and Judaism.• Summarize the core beliefs of Christianity.• Make decisions about how to apply the Golden Rule to real-life situations.• Identify causes of the Roman empire's decline and effects of its collapse.• Synthesize information to role-play emperors Constantine or Diocletian.
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Stage 2 – Assessment Evidence

Performance Task (s): <ul style="list-style-type: none">• Read all chapter lessons.• Complete all "On Assignment" tasks for each chapter.• Synthesize information about Italy's geographic features and the expansion of Rome.• Debate the value and effects of Roman consul rule with that of the American presidential system.• Write about daily life in the voice of a	Other Evidence: <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students' progress• Review students' responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment
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<p>typical Roman.</p> <ul style="list-style-type: none">• Act as Roman senators deciding for or against having Julius Caesar rule as permanent dictator.• Produce a public service announcement to broadcast the benefits of a recent Roman practical achievement.• Solve math problems using Roman numerals and contrast the process with modern math.• Make a Venn diagram comparing Christianity and Judaism.• Develop and dramatize an everyday situation in which the Golden Rule applies.• Prepare and role-play interviews with emperors Constantine or Diocletian.• Read and analyze two documents about the spread of Christianity in the Roman Empire.• Create posters about religion and culture in ancient Rome.	<ul style="list-style-type: none">• Success tracker/myworldhistory.com
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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes: in their Student Journal:
 1. Record key ideas about the ways physical and human geography affected early Rome.
 2. List main ideas and details about the government of the Roman republic.
 3. Compare and contrast the lives of different groups in Roman society.
 4. Summarize important issues and events during the republic’s growth and demise.
 5. Record key ideas about the ways Rome’s practical achievements affected the empire’s prosperity and growth.
 6. List main ideas and details about arts and culture in the Roman Empire.
 7. Sequence events in early Christian history.
 8. Summarize important ideas about early Christianity.
 9. Analyze causes and effects of the Roman Empire’s decline.
- Practice: My WorldActivity (Interactive Site):
 1. Explore ways that Italy’s geography was suited to empire building.
 2. Debate the benefits of Rome’s two-consul rule vs. American presidential rule.
 3. Identify daily activities and then write a journal or diary entry in the voice of a typical

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Roman.

4. Act out the conflict between Roman senators over supporting Julius Caesar's dictatorship.
 5. Produce a public service announcement to broadcast the benefits of a recent Roman practical achievement.
 6. Complete math problems with Roman numerals.
 7. Complete a Venn diagram comparing and contrasting Judaism and Christianity.
 8. Develop and dramatize a real-life situation in which the Golden Rule applies.
 9. Role-play interview with Constantine and Diocletian.
- Complete 21st Century Online Tutor.

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Social Studies**

Title of Unit	Unit 6 The Byzantine Empire and Islamic Civilization	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	2 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.D.1.b. Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Learn about the Byzantine Empire and civilization.
- Study Islamic civilization and achievements.
- Learn about Theodora, the powerful empress of the Byzantine Empire, and the travels of Ibn Battuta throughout Africa and Asia.
- Go On Assignment to learn about cultural differences between Byzantine and Islamic civilizations, and how religion and culture are connected.

Essential Question (s):

- What distinguishes one culture from another?
- How are religion and culture connected?

Students will know....

- The importance of geography and leadership to the Byzantine Empire.
- Advantages of Constantinople for defense and trade.
- Features of the Roman Catholic and Eastern Orthodox churches.
- Causes of the Great Schism.
- Main features of Byzantine culture, law, and religion.
- Ways in which Byzantine culture spread.

Students will be able to...

- Analyze effects of geography and leadership on the Byzantine Empire
- Categorize geographic features as advantages for trade and defense.
- Compare and contrast the structure and function of the Roman Catholic and Eastern Orthodox churches.
- Compare view reflected in the Great Schism and explain why it occurred.
- Summarize important issues about Byzantine civilization.

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<ul style="list-style-type: none">• Arabian geography and culture before Islam.• The role of Muhammad in establishing and spreading Islam.• Core beliefs of Islam.• Ways that Muslim daily life reflects beliefs of Islam.• Ways that Muslim rule expanded and faith spread.• Important Muslim empires and dynasties.• Key features of Muslim culture.• Intellectual achievements of Muslim scholars.	<ul style="list-style-type: none">• Identify causes and effects of Byzantine cultural diffusion.• Identify main ideas and details about the origins and spread of Islam.• Summarize main ideas of Islam. Describe how the Five Pillars of Islam affect Muslims every day.• Sequence expansion of Muslim political rule and Islamic religious influence.• Make an illustrated timeline of Muslim empires.• Analyze effects of spreading Muslim culture.• Synthesize information in a class schedule for Muslim learning.
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Stage 2 – Assessment Evidence

<p>Performance Task (s):</p> <ul style="list-style-type: none">• Read all chapter lessons.• Complete all “On Assignment” tasks for each chapter.• Identify advantages Constantinople had for defense and trade, and apply these in locating an imagined city.• Plan a dialogue between leaders of the Roman Catholic and Eastern Orthodox churches.• Physically demonstrate the spread of byzantine culture.• Determine what items are necessary to live in different geographic parts of Muslim Arabia.• Write and illustrate a children’s book about the Five Pillars of Islam.• Illustrate important Muslim empires in historical order.• Describe potential school courses about Muslim achievements.• Read and analyze excerpts about travel and the spread of Islam.• Analyze the purpose of travel in the	<p>Other Evidence:</p> <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students’ progress• Review students’ responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment
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Byzantine Empire and Muslim word for a travel magazing article.	
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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Complete 21st Century Online Tutor.
- Have students “Take Notes: in their Student Journal:
 1. Record key ideas about the ways geography and leadership affected the Byzantine Empire.
 2. Compare and contrast features of the Roman Catholic and Eastern Orthodox churches.
 3. Summarize features of Byzantine culture.
 4. Record main ideas about the geography of Arabia and the origins of Islam.
 5. Summarize core beliefs of Islam
 6. Sequence the expansion of Muslim political power and the spread of Islam as a religion. Clarify that these are different, yet related, historical processes.
 7. Analyze effects of spreading Muslim control and culture.
- Practice: MyWorldActivity (interactive site)
 1. Identify advantages of Constantinople’s location for trade and defense, then design defenses and trade access for a fictional city. (online activity/minecraft)
 2. Prepare a dialogue about the Great Schism between leaders of the Eastern Orthodox and Roman Catholic churches.
 3. Demonstrate the spread of Byzantine culture through a movement game.
 4. Learn about and make decisions regarding necessities for living in four areas of Arabia.
 5. Write and illustrate pages for a children’s book about the Five Pillars of Muslim culture.
 6. Make and illustrate a timeline of Muslim empires and dynasties.
 7. Make a schedule of classes for a model school of Muslim learning.

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Title of Unit	Unit 7 African and Asian Civilizations	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 ½ to 4 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.

6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.

6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Learn about trade, society, and culture in early African civilizations.
- Explore China’s empires and dynasties during medieval times.
- Study feudalism, culture, and society of Japan in the Middle Ages.
- Learn about the powerful rulers Mansa Musa and Kublai Khan, and MurasakiShikibu, author of the world’s first novel.
- Go On Assignment to explore the effects of trade and technology in medieval China and Japan.

Essential Question (s):

- What are the consequences of trade?
- What are the consequences of technology?
- What distinguishes one culture from another?

Students will know....

- The regions of Africa.
- Trade was important in developing societies.
- Mali became a powerful African empire.
- Characteristics of Mansa Musa’s rule.
- Islam spread throughout ancient West Africa.
- The importance of Axum and Ethiopia.
- Religion in Axum and East African city-states.

Students will be able to...

- Identify major areas of ancient West Africa.
- Analyze the importance of trade in ancient West Africa.
- Describe the various empires of ancient East Africa.
- Analyze how Islam contributed to scholarship and learning.
- Summarize the rise of Axum and Ethiopia as religious and trading centers.

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<ul style="list-style-type: none">• The cultural organization of West African societies.• Cultural traditions that have carried over into the modern day.• The Tang dynasty had political unity and a cultural golden age.• The Song dynasty's government was based on the civil service system.• Mongol rulers allowed trade to flourish along the Silk Road.• Mongol rulers kept Chinese traditions, but changed China's government.• Ming rulers aimed to abolish Mongol influence and restore Chinese rule.• Ming rulers gained wealth through tribute and expeditions.• The impact of China's technology.• Key beliefs and ideas of Buddhism, Daoism, and Confucianism.• Reasons for the spread of Chinese culture.• The people of Japan depended on the sea as a major food source.• Prince Shotoku tried to unite Japanese clans into a kingdom that was strongly influenced by China.• Rival warriors ruled Japan for centuries.• Feudal society was highly organized and marked by military values.• Culture blossomed at the Heian court.• Religion influenced feudal Japanese society.	<ul style="list-style-type: none">• Evaluate the role of trade in East African city-states.• Summarize West African social structure.• Identify and locate major cities and regions of ancient Africa.• Identify main ideas and details about the Tang and Song dynasties.• Draw conclusions about the objective of the civil service exams.• Sequence events related to the Mongol empire.• Compare viewpoints involving Chinese rights under Mongol reign.• Summarize traits of the Ming dynasty.• Explain how Confucian beliefs halted interactions between China and the outside world.• Identify the main characteristics and details of Chinese society.• Draw conclusions about the extent of Chinese influence elsewhere in the world.• Sequence events involving early attempts to unify Japan.• Generate new ideas about governing.• Analyze the causes and effects of feudalism.• Summarize the achievements of a samurai.• Identify main aspects and details of Japanese culture.• Develop cultural awareness by participating in a Japanese custom.
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Stage 2 – Assessment Evidence

Performance Task (s): <ul style="list-style-type: none">• Read all chapter lessons.• Complete all "On Assignment" tasks for each lesson.• Make connections between trade and	Other Evidence: <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students'
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<p>the rise of empires.</p> <ul style="list-style-type: none">• Learn about great leaders of ancient West Africa.• Make connections among religion, trade, and East African powers.• Analyze how storytelling works.• Make connections between the civil service system of the Song and modern-day testing.• Write a letter of protest about scholar-officials' rights and treatment under Mongol rule.• Write a statement requesting that the emperor close China's doors to outside influences.• Identify and ask questions about belief systems.• Analyze and create guidelines for government.• Identify the ideals strived for in the code of bushido.• Simulate a Japanese tea ceremony.	<p>progress</p> <ul style="list-style-type: none">• Review students' responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment
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Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Complete 21st Century Online Tutor activities for each lesson.
- Have students "Take Notes" in their Student Journal:
 1. Note some of the major cities of the ancient African empires.
 2. Note some of the ways Islam affected scholarship.
 3. Summarize the history of Axum and Ethiopia.
 4. Summarize the social structure of West African society.
 5. Track main characteristics and details of the Tang and Song dynasties.
 6. Sequence events related to the Mongol conquest and rule.
 7. Summarize the Ming rise to power and policies of their rule.
 8. Identify the main characteristics and details of Chinese society.
 9. Sequence important events in the history of Japan.
 10. Analyze the causes and effects of feudalism within Japan.
 11. Identify main aspects and details of Japanese culture.
- Practice: MyWorldActivity (interactive site):
 1. Use manipulatives to simulate trade in West Africa and to explain how trade helped create the empire of Ghana.

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2. Create a report and design symbols for West African leaders.
3. Play charades to review what they learned in the section.
4. Use an oral storytelling game to gain a sense of what oral storytelling is like.
5. Identify professions for which qualifying exams are required to get jobs and promotions.
6. Evaluate the civil service exam system of China in the Middle Ages and the United States today.
7. Write a letter of protest from the perspective of a scholar-official about their rights and treatment under Mongol rule.
8. Identify evidence in Confucian thinking that supports nationalism, and will write a statement to the emperor requesting that he close China's borders.
9. Ask and answer interview questions of Buddhist, Daoist, and Confucian followers to learn what attracted them to their belief systems.
10. Analyze guidelines from Prince Shotoku's Constitution of Seventeen Articles and create new guidelines for governing.
11. Write a brief play, short story, eulogy, or soliloquy based on the code of bushido.
12. Participate in a simple version of the Japanese tea ceremony.

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Title of Unit	Unit 8 Civilizations of the Americas	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	1 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a. Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b. Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.D.1.a. Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

Understanding (s):

- Explore Mesoamerican civilizations and cultures of the Olmec, Maya, and Aztecs.
- Study the Incas and other early North and South American civilizations.
- Learn about the Aztec leader Moctezuma I and an Incan girl named Juanita.
- Go On Assignment to learn about how geography affects different cultures in civilizations of the Americas.

Essential Question (s):

- What distinguishes one culture from another?
- How much does geography affect people’s lives?

Students will know....

- How the first civilizations developed in Mesoamerica.
- Links between Maya government and religion and Maya achievements in math, science, and architecture.
- How the Aztecs built their empire.
- How Aztec society and government were organized.
- Engineering and architectural achievements of the Aztecs.
- The Andes shaped Incan civilization.

Students will be able to...

- Sequence developments in the Olmec, Zapotec, and Maya civilizations.
- Work in teams to represent Maya culture.
- Summarize key features of Aztec civilization.
- Generate new ideas about Aztec culture.
- Summarize the achievements of Incan civilization.
- Devise a solution for communicating

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<ul style="list-style-type: none">• The Incas developed one of the world’s great civilizations.• Archaeological evidence provides us with knowledge of early North American cultures.• Native American cultures were shaped by their environment.• Describe characteristics of civilizations of the Americas.	<p>without written language.</p> <ul style="list-style-type: none">• Compare and contrast early Native American cultures.• Use their creativity to design a totem pole.
Stage 2 – Assessment Evidence	
Performance Task (s): <ul style="list-style-type: none">• Read all lessons.• Complete all “On Assignment” tasks for each lesson in the unit.• Play the Human Monument Game.• Create acrostic poems about the Aztecs using ideas and vocabulary from the section.• Communicate using a system of dots or knots that is similar to that of the quipu.• Design a school totem pole.• Plan an exhibit about a civilization in the Americas for a class “convention”.	Other Evidence: <ul style="list-style-type: none">• Review Word Wise and Take Notes in the Student Journal• Use the Section Assessment and Section Quiz to check students’ progress• Review students’ responses to the Section Assessment Essential Question prompt• Benchmark tests• Myworldhistory.com/on assignment
Stage 3 – Learning Plan	
Learning Activities: <ul style="list-style-type: none">• Use background notes and Guide on the Side questions to model active reading.• <u>Have students “Take Notes in their Student Journal:</u><ol style="list-style-type: none">1. Sequence events in Mesoamerican civilizations.2. Summarize key features of Aztec civilization.3. Summarize characteristics of the Incan civilization.4. Compare and contrast the way diverse early North American groups lived.• <u>Practice: MyWorldActivity (interactive site):</u><ol style="list-style-type: none">1. Summarize the section and put themselves in a tableau.2. Use ideas and phrases from the section to create acrostic poems about the Aztecs.3. Create a code and a message using a system of knots similar to that of a quipu.4. Design a totem pole that represents their school.• Complete “21st Century Online Tutor” in each section.	

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Title of Unit	Unit 9 Europe in the Middle Ages	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 ½ to 4 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.b. Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.a. Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.b. Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.b. Explain how interactions among African, European, and Native American groups began a cultural transformation.

Understanding (s):

- Learn about feudalism in medieval Europe and the spread of Christianity.
- Study religious leaders, conflicts, and crusades.
- Explore trade and towns in the Middle Ages and the breakdown of medieval society.
- Learn about English king Henry II; a French teenager known as Joan of Arc; and Charlemagne, leader of the Holy Roman Empire.
- Go On Assignment to learn about power struggles, conflict, and the connection between religion and culture in medieval Europe.

Essential Question (s):

- What is power? Who should have it?
- How should we handle conflict?
- How are religion and culture connected?

Students will know....

- The varied geography of Europe.
- Germanic tribes formed kingdoms.
- Charlemagne briefly united much of Europe.
- How monasteries and religious orders helped spread Christianity.

Students will be able to...

- Sequence key terms about Europe in the early Middle Ages.
- Synthesize information to create sentences.
- Research and summarize information about medieval monasteries.

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| <ul style="list-style-type: none">• That the church became a center of authority in medieval Europe.• How invasions created disorder in Europe.• That feudalism and manorialism brought social and economic order to Europe.• The emergence of a Christian Holy Roman Empire from the Roman empire.• The struggle for power between kings and popes in the Middle Ages.• The growing strength of monarchies.• The Norman Conquest of England.• The rights protected under the Magna Carta.• The development of the English Parliament.• Reasons for the Crusades of the Middle Ages.• The social, economic, and cultural impact of religious campaigns.• The rise of Muslim rule and culture in Spain.• The effects of the Reconquista and the Inquisition.• Medieval farming methods that increased food supplies.• The effects of crop surpluses.• The role of trade in bringing about change.• The founding of the mendicant orders.• The effects of religious faith on art and values.• How universities developed.• The effects of famine, war, and plague on medieval society.• The course of the Hundred Years' War. | <ul style="list-style-type: none">• Work in teams to create a classroom monastery.• Identify main ideas and details about European feudalism.• Categorize information to review the order brought by feudalism and manorialism.• Compare and contrast medieval kingdoms.• Identify evidence about power struggles.• Understand important ideas about how limits on monarchy evolved in England.• Identify the effects of the Norman Conquest and the Magna Carta.• Sequence events related to the Crusades.• Synthesize information about one of the Crusades.• Summarize changes in Spanish society under Muslim and Christian rulers.• Compare viewpoints during tolerant periods and during the inquisition.• Compare and contrast farming and trading.• Identify evidence on town-versus-country life.• Summarize the impact of religion on art and learning.• Show an awareness of cultural changes.• Understand the changes that helped bring about the end of the Middle Ages.• Draw conclusions about the consequences of famine, war, and plague. |
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Stage 2 – Assessment Evidence

Performance Task (s):

- Read all unit lessons.
- Complete all “On Assignment” tasks in the unit.
- Use section terms to make meaningful sentences.
- Understand what life was like in a medieval monastery.
- Identify elements of European feudal society.
- Write an essay about the clashes between church and state.
- Recognize the significance of the Norman Conquest and the Magna Carta.
- Take the role of a crusader to write a diary entry.
- Create a dialogue that illustrates differences in viewpoint.
- Write a fable about medieval town life and country life.
- Recognize the effects of religious faith on many aspects of medieval society.
- Work with teams to create scripts about medieval disasters.

Other Evidence:

- Review Word Wise and Take Notes in the Student Journal
- Use the Section Assessment and Section Quiz to check students’ progress
- Review students’ responses to the Section Assessment Essential Question prompt
- Benchmark tests
- Myworldhistory.com/on assignment

Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes” in their Student Journal:
 1. Sequence events from this section.
 2. Summarize the spread of Christianity in Europe.
 3. Identify main ideas and details about the development of European feudalism.
 4. Compare and contrast power struggles in England, France, and the Holy Roman Empire.
 5. Identify main ideas about the Norman Conquest and the development of limits on royal power.
 6. Sequence events during the Crusades.
 7. Summarize the changes that occurred in Spain during the Middle Ages.
 8. Compare and contrast work on a farm with jobs in trading or crafts.

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9. Summarize the effects of religion on art and learning.
10. Identify the effects of war and plague.
 - Practice: My WorldActivity (interactive site):
 1. Use key words and phrases from the section to write meaningful sentences and a paragraph about Europe in the early Middle Ages.
 2. Work in teams to research various features of a medieval monastery.
 3. Categorize information by matching terms with medieval phrases.
 4. Deliberate the question of who gained the upper hand in collisions of church and state.
 5. Create a poster showing the short and long-term effects of the Norman Conquest and the Magna Carta.
 6. Collect information about one of the Crusades, then use this information to create a diary entry written by a crusader.
 7. Create a dialogue that illustrates two different viewpoints in medieval Spain.
 8. Write a fable showing differences for people living in a medieval town or farm.
 9. Assuming the role of traveling scholars, take notes on the state of faith and learning in medieval Europe. Then illustrate travel logs about their stops.
 10. Choose one of the calamities of the High Middle Ages as the subject for a skit.
 - Complete “21st Century Online Tutor” that applies to each section.

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Title of Unit	Unit 10 The Rise of Europe	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	3 ½ to 4 weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.B.1.b Analyze the world in spatial terms using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.

Understanding (s):

- Learn about the origins of the Renaissance and the spread of new ideas.
- Examine the Reformation, the Counter-Reformation, and power struggles in the church.
- Study the Age of Exploration, conquest in the Americas, and the growth of trade.
- Learn about the explorations of Christopher Columbus, the writings of Martin Luther, and the creations of Leonardo da Vinci.
- Go On Assignment to learn about culture, conflict, and trade during the rise of Europe.

Essential Question (s):

- What distinguishes one culture from another?
- How should we handle conflict?
- What are the consequences of trade?

Students will know....

- How the changes that took place during the Renaissance broke down feudal order.
- Why the Renaissance began in the city-states of Italy.

Students will be able to...

- Analyze causes and effects of the changes that took place during the Renaissance.
- Give an effective presentation to persuade a patron to sponsor a civic

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| <ul style="list-style-type: none">• How classical thought inspired the new learning of the Renaissance.• The changes in subject and style that made Renaissance art differ from medieval art.• The effect that Renaissance ideas had on Northern Europe.• How the invention of the printing press helped spread Renaissance learning.• How Renaissance art and architecture shaped Western ideas of beauty.• The names and works of major Renaissance artists and writers.• How Martin Luther's effort to reform the Catholic Church led to the founding of Protestant churches.• How Protestantism spread in Europe.• How the Jesuit order began and what role it played in the Counter-Reformation.• How the Council of Trent responded to the Protestant Reformation.• How the Reformation and Counter-Reformation led to religious conflicts in Europe.• The long-term impacts of the Reformation.• The technological developments that made long ocean voyages possible.• How voyages of exploration changed European views about the world.• How Spanish soldiers defeated the Aztec and Incan empires.• The long-term effects of the conquest on Spain and on the Aztecs and Incas.• How voyages of discovery led to a global exchange of people, goods, and ideas.• The economic changes that occurred during the Age of Exploration. | <ul style="list-style-type: none">project.• Compare and contrast the art and learning of the Renaissance and medieval periods.• Analyze political, economic, military, and cultural methods used to gain power.• Identify main ideas and details about the Northern Renaissance.• Take a stand on the practice of censorship.• Summarize important artistic and literary achievements of the Renaissance.• Develop an understanding of how linear perspective changed art.• Name causes and effects of the Reformation.• Ask questions about Luther's efforts at reform and the Catholic response.• Summarize the accomplishments of the Counter-Reformation.• Identify main ideas and supporting details about the Council of Trent.• Put the religious conflicts of the 1500s and 1600s in chronological order.• Analyze the possible consequences of political decisions.• Explain causes and effects of the Age of Exploration.• Make an illustrated map showing a famous voyage from the Age of Exploration.• Put events related to the conquest of the Americas in chronological order.• Compare the viewpoints of Spanish soldiers with Incan and Aztec viewpoints.• Summarize the economic changes caused by global trade.• Contrast the effects of free trade and |
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	mercantilism.
Stage 2 – Assessment Evidence	
<p>Performance Task (s):</p> <ul style="list-style-type: none"> • Read all lessons in unit. • Complete all “On Assignment” tasks in unit. • Try to persuade Lorenzo de’ Medici to pay for their civic project rather than competing projects. • Perform a skit in which advisors help a prince decide how to gain more power. • Analyze pros and cons of censorship and take a stand on the issue. • Make a drawing using linear perspective. • Prepare and act out a mock newscast reporting on the 95 Theses. • Make a news broadsheet to inform people about the Council of Trent. • Decide what political clique they would join at the court of King Henry VII. • Draw and illustrate a map to honor an explorer. • Write a poem contrasting the views of Native Americans and Spanish conquistadors. • Take part in simulations of free trade and mercantilism. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Review Word Wise and Take Notes in the Student Journal • Use the Section Assessment and Section Quiz to check students’ progress • Review students’ responses to the Section Assessment Essential Question prompt • Benchmark tests • Myworldhistory.com/on assignment
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Use background notes and Guide on the Side questions to model active reading. • <u>Have students “Take Notes” in their Student Journal:</u> 1. Analyze causes and effects of the changes that took place in the Renaissance. 2. Record differences between the Middle Ages and the Renaissance. 3. Record main ideas and details about the Renaissance in northern Europe. 4. Summarize artistic achievements of the Renaissance. 5. Record the causes and effects of the Protestant Reformation. 6. Summarize the Council of Trent’s actions. 7. Record details of religious conflicts in order. 	

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8. Record causes and effects of exploration.
9. Put events related to the conquest of the Americas in chronological order.
10. Summarize economic changes brought about by global trade.
 - Practice: MyWorldActivity (interactive site):
1. Work to persuade Lorenzo de' Medici to finance their group' civic project.
2. Act as advisors suggesting how a prince can gain more power.
3. List pros and cons about church censorship during the Renaissance and then take a stand.
4. Use a grid to practice making a drawing that shows perspective.
5. Work in groups to prepare a mock newscast about Martin Luther's 95 Theses and the response of the Catholic church.
6. Work in pairs to make a news broadsheet about the Council of Trent.
7. Read about various cliques at the court of Henry VII and analyze the consequences of joining those groups.
8. Make an illustrated map to commemorate an explorer's voyage.
9. Write a poem that expresses both Spanish and Native American viewpoints.
10. Take part in two trade simulations to contrast free trade and mercantilism.
 - Use 21st Century Online Tutor to enhance learning.

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Title of Unit	Unit 11 The Early Modern World	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	4 – 4 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

- 6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.

Understanding (s):

- Learn about European colonization, the struggle for North America, and the transatlantic slave trade.
- Study the rise of the monarchy across Europe.
- Explore the Scientific Revolution, the Enlightenment, and the American and French revolutions.
- Learn about England’s Queen Elizabeth I, Aztec translator Malinche, and American statesman Thomas Jefferson.
- Go On Assignment to learn about the duties of governments and reasons for people’s movement in the early modern world.

Essential Question (s):

- Why do people move?
- What should governments do?
- What is power? Who should have it?

Students will know....

- How Spain controlled the economy and government of its empire in the Americas.
- The cultural changes that occurred when Spanish and Native Americans interacted.
- The types of wealth that Portugal gained from its empire.
- The reasons that Portugal’s global

Students will be able to...

- Identify main ideas and details about the Spanish empire in the Americas.
- Play the role of a person living on a Spanish mission in the 1500s.
- Analyze causes and effects of the growth of Portugal’s empire.
- Make a presentation asking the pope to give their country colonies in other lands.

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<p>empire began to break apart.</p> <ul style="list-style-type: none">• Why England, France, and the Netherlands established colonies in North America.• The major causes and effects of the French and Indian War.• The causes of the transatlantic slave trade and its impact on Africans.• The contributions African Americans made to culture in the Americas.• Philip II increased the power of Spain and the monarchy.• Wealth from the Americas led to a golden age in Spain.• Henry IV rebuilt France.• Cardinal Richelieu and Louis XIV strengthened the French monarchy.• Louis XIV supported both culture and costly wars.• Peter the Great began to modernize Russia.• Peter and Catherine expanded Russia's borders.• Austria and Prussia became major powers.• The causes of the English Civil War.• The significance of the Glorious Revolution and the English Bill of Rights.• The roots of the Scientific Revolution.• The discoveries about the universe that overturned ancient and medieval beliefs.• Ideas that led to the scientific method.• The Scientific Revolution led to new ideas about natural rights and government.• Enlightenment thinkers sought to improve society.• Causes and effects of the American Revolution.	<ul style="list-style-type: none">• Compare and contrast the English and French colonies in North America.• Review section content by taking part in a Tic-Tac-Toe game.• Summarize important content related to the slave trade in colonial times.• Describe the experience of slaves during the middle Passage.• Identify main ideas and details about Spain's monarchs and its golden age.• Develop cultural awareness based on a Velazquez painting.• Summarize effects of France's royal power.• Work in teams to create a living monument of section topics.• Compare and contrast European leaders.• Synthesize information to write statements about section terms and concepts.• Analyze causes and effects of conflict between monarchs and Parliament.• Create editorial cartoons about England's limited monarchy.• Analyze effects to the Scientific Revolution.• Create newspaper article about key figures of the Scientific Revolution.• Summarize important facts about the Enlightenment.• Create visual metaphors that depict Enlightenment ideals.• Sequence events of the Revolutionary War.• Analyze sources of U.S. documents.• Compare revolutionary documents.• Identify different revolutionary viewpoints.
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<ul style="list-style-type: none"> • Enlightenment ideals in the Declaration of Independence. • Principles of the U.S. Constitution. • The sequence of events in the French Revolution. • Causes and effects of the French Revolution. • The significance of Napoleon’s rule. 	
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Stage 2 – Assessment Evidence

<p>Performance Task (s):</p> <ul style="list-style-type: none"> • Read all lessons in the unit. • Complete all “On Assignment” tasks for the unit. • Take on the role of a person living during colonial times and discuss life on a Spanish mission. • Take part in negotiations for the Treaty of Tordesillas. • Review the section by finding classmates who can answer specific questions. • Make a poster protesting the slave trade. • Analyze a painting to find clues about life in Spain’s cultural golden age. • Collaborate to plan and present a living monument. • Organize information to create valid statements about section terms and topics. • Develop ideas about how to illustrate causes and effects of England’s limited monarchy. • Collaborate to create newspaper articles about the Scientific Revolution. • Think of creative ways to describe Enlightenment philosophies. • Identify Enlightenment influences on American documents, and summarize compromises necessary to form the U.S. government. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Review Word Wise and Take Notes in the Student Journal • Use the Section Assessment and Section Quiz to check students’ progress • Review students’ responses to the Section Assessment Essential Question prompt • Benchmark tests • Myworldhistory.com/on assignment
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- Compare motivations and goals of Louis XVI and his French subjects.

Stage 3 – Learning Plan

Learning Activities:

- Use background notes and Guide on the Side questions to model active reading.
- Have students “Take Notes” in their Student Journal:
 1. Record main ideas and details about colonial life in the Spanish Americas.
 2. Record causes and effects of Portugal’s empire.
 3. Compare and contrast the English and French colonies.
 4. Record main ideas about the slave trade.
 5. Identify main ideas and details about Spanish monarchies.
 6. Plan their living monument and summarize the effect of France’s power.
 7. Compare and contrast European leaders.
 8. Develop ideas about how to illustrate causes and effects of England’s limited monarchy.
 9. Identify ideas and inventions that were developed during the Scientific Revolution.
 10. Summarize Enlightenment ideals.
 11. Relate events of the American Revolution.
 12. Sequence the events of the French Revolution.
- Practice: MyWorldActivity (interactive site):
 1. Role-play people from colonial society and discuss life on a Spanish mission.
 2. Give a presentation to try to persuade the pope to award their country colonial lands.
 3. Play a form of Tic-Tac-Toe.
 4. Analyze accounts and images of the Middle Passage and then make a poster protesting the slave trade.
 5. Develop cultural awareness about life in Spain during a golden age of arts based on analysis of a Velazquez painting.
 6. Plan and create living monuments based on key section topics.
 7. Synthesize information to make meaningful sentences using section terms and concepts.
 8. Evaluate an editorial cartoon and create their own cartoon that shows causes and effects of England’s limited monarchy.
 9. Create newspaper articles about key figures of the Scientific Revolution.
 10. Brainstorm ways of describing the Enlightenment as a metaphor, and then find examples of Enlightenment ideals in society today.
 11. Identify Enlightenment sources of U.S. documents and complete a flowchart of compromises leading to the legislative branch of government.
 12. Create visuals with thought bubbles that show the viewpoints of Louis XVI or a different French noble, and a French peasant or Jacobin.
- Complete 21st Century Online Tutor to aide learning of unit.

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Title of Unit	Unit 12 The Modern World	Grade Level	6 and 7
Curriculum Area	Social Studies	Time Frame	4 to 4 ½ weeks
Developed By	New Hanover Township School Staff		

Stage 1 – Desired Results

Established Goal (s):

6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

<p style="text-align: center;">Understanding (s):</p> <ul style="list-style-type: none"> • Learn about nationalism, imperialism, and two industrial revolutions. • Study the causes and effects of World War I and World War II. • Examine the Cold War and postwar changes in nations around the world. • Explore continuing conflicts and global challenges in the world today. • Learn about Harriet Hanson Robinson, Anne Frank, Indira and Sonia Gandhi, and Jomo Kenyatta. • Go On Assignment to learn about governments' role in handling conflict, and trade and technology in the modern world. 	<p style="text-align: center;">Essential Question (s):</p> <ul style="list-style-type: none"> • What are the consequences of technology? • How should we handle conflict? • What is power? Who should have it? • What are the consequences of trade?
<p style="text-align: center;"><i>Students will know....</i></p> <ul style="list-style-type: none"> • Why European nation-states began to form in the 1700s. • The events that led to the unification of Germany and Italy in the late 1800s. • How changes in agriculture and technology contributed to the Industrial Revolution. • How problems caused by industrialization led to new economic ideas. • The reasons European nations divided most of Africa and parts of Asia into 	<p style="text-align: center;"><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Put events related to European nationalism in chronological order. • Explain why some Europeans were attracted to nationalism. • Analyze causes and effects of the Industrial Revolution. • Plan a documentary about how a rural village grew into an industrial city. • Identify main ideas and details about European imperialism in the 1800s. • Write a memo recommending how China should respond to European

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<p>colonies.</p> <ul style="list-style-type: none">• How European imperialism contributed to the rise of nationalist movements.• How developments in technology led to the Second Industrial Revolution.• Positive and negative effects of the Second Industrial Revolution.• The causes, weaponry, and warfare of World War I.• The goals of Allied powers and the effects of World War I.• Revolution in Russia led to a communist government.• Nationalism led to global uprisings.• The Great Depression led to hardship and the rise of totalitarianism.• Japan and Germany's role in World War II.• Hitler's murderous campaign during the war.• The United States and Russia's role in defeating the Axis powers.• Important events leading to and resulting from the Cold War.• Factors that led to the collapse of the Soviet Union and end of the Cold War.• New nations that arose after imperialism ended.• Challenges of the transition to post-colonial independence.• Causes of conflicts in various areas of the world.• Conflicts that involve human rights.• International organizations and what they do.• Benefits and challenges of a global economy.• Technology increases global communication.• Migration leads to changes in populations.	<p>imperialism.</p> <ul style="list-style-type: none">• Summarize events from the Second Industrial Revolution.• Compare and contrast the reasons that people immigrated.• Identify main ideas and details about World War I.• Write a letter analyzing causes of World War I and effects of trench warfare.• Summarize facts about the effects of revolutions and the Great Depression.• Identify evidence of totalitarianism.• Create persuasive World War II posters.• Analyze primary sources to understand propaganda during World War II.• Sequence events leading to and resulting from the Cold War.• Compare and contrast daily life in command and free-enterprise economics.• Identify effects of imperialism's end and the rise of nationalism.• Draw conclusions about pros and cons of national independence.• Summarize the nature and activities of international organizations.• Compare and contrast degrees of conflict and peace in a number of countries.• Identify main ideas and details.• Make decisions regarding the roles of international organizations.• Analyze causes and effects of changes in the environment.• Assess resource distribution.
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Stage 2 – Assessment Evidence	
<p>Performance Task (s):</p> <ul style="list-style-type: none"> • Read all lessons in the unit. • Complete all “On Assignment” tasks for the unit. • Publish an underground newspaper to promote a nationalistic group. • Identify the trends caused by industrialization. • Analyze the effects of European imperialism on various countries. • Write a dialogue between two immigrants comparing their reasons for moving. • Analyze warfare during World War I in a letter home about life in the trenches. • Answer questions to identify and understand the purpose of propaganda. • Experience and reflect on daily life under command and free-enterprise economies. • Identify winners and losers in the transition from colonialism to national independence. • Place countries on a conflict continuum. • Differentiate among international organizations. • Exchange resources. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Review Word Wise and Take Notes in the Student Journal • Use the Section Assessment and Section Quiz to check students’ progress • Review students’ responses to the Section Assessment Essential Question prompt • Benchmark tests • Myworldhistory.com/on assignment
Stage 3 – Learning Plan	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Use background notes and Guide on the Side questions to model active reading. • <u>Have students “Take Notes” in their Student Journal:</u> <ol style="list-style-type: none"> 1. Put events related to nationalism in chronological order. 2. List causes and effects of the Industrial Revolution. 	

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3. Record important ideas and supporting details about imperialism.
4. Summarize the main ideas about the Second Industrial Revolution.
5. Identify main ideas and details about World War I.
6. Summarize information about the widespread revolution and economic collapse after World War I.
7. Sequence events of World War II.
8. Sequence important events leading up to and resulting from the Cold War.
9. Identify effects of imperialism's end and the rise of nationalism.
10. Summarize conflicts in the modern world.
11. Identify main ideas and details relating to cooperation and trade.
12. Analyze cause-and-effect relationships between people and resources.
 - Practice: MyWorldActivity (interactive site):
 1. Publish an underground newspaper to promote the cause of nationalism.
 2. Plan a documentary about the transformation of a village to an industrial city.
 3. Write a memo to the Chinese emperor recommending a response to Europeans who want more influence in China.
 4. Write and perform a dialogue in which two immigrants compare reasons for moving to the United States.
 5. Write a letter home from the trenches that analyzes warfare during World War I and its effects.
 6. Analyze statements about totalitarianism.
 7. Analyze primary sources to understand the purpose of propaganda during World War II.
 8. Compare everyday life under command and free-enterprise economies.
 9. Rate different groups as winners and losers during the power transition from colonialism to national independence.
 10. Evaluate how much conflict or peace countries are experiencing and place them accordingly on a continuum.
 11. Move to different corners of the classroom to indicate their opinions about the roles of international organizations.
 12. Exchange ingredients to acquire everything needed to assemble a pizza.
 - Complete 21st Century Online Tutor assignments as needed to better understand the unit.