

**Course Description:** The sixth grade social studies curriculum consists of the following content area strands: World History, Geography, Civics, and Economics. The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents. **Economics, geography, and civics standards should be integrated throughout the year.**

**Honors:** The honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. **Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair).**

General information regarding the Curriculum Map:

- The curriculum maps outline the required curriculum for social studies, grades K-12, in St. Johns County Public Schools.
- The Social Studies curriculum maps are to be utilized by all teachers when planning for social studies instruction.
- The curriculum maps outline the required sequence in which the grade level or course objectives are to be taught.
- The curriculum map outlines the pacing in which instruction should occur. Specifically, the curriculum maps are divided into 9 week segments. Teachers should make every effort to stay on pace and to complete the topics in a given nine weeks. **District Formative Assessments will be made based on the pacing of the curriculum maps. The 4<sup>th</sup> Quarter DFA may consist of material from all four quarters.** Slight variations in pacing occur due to professional decisions made by the teacher or because of changes in school schedules.

The Curriculum Map is divided into the following heading/categories to assist teachers in developing lesson plans:

- Course Code – The FLDOE Course Code is listed.
- Strand – The strand from the NGSSS is listed
- Quarter – The quarter in which the material should be covered is listed
- Essential Content – This critically important column provides a detailed list of content/topics and sub topics to be addressed during instruction.
- NGSSS Benchmarks – This column lists the required instructional benchmarks that are related to the topic/strand.
- Instructional Resources – This section provides suggested resources and activities to assist the teacher in developing engaging lessons and pedagogically sound instructional practices.
- **DBQ Project Resources: Civics teachers are required to complete one pre-selected DBQ Project lesson per quarter. It is highly recommended that teachers also incorporate aspects of other DBQ Project lessons throughout the year.**

Common Core Literacy and Writing Standards for History/Social Studies 6-12:

- When planning lessons for instruction, teachers should address these national standards during their teaching of social studies content to ensure a systematic and proven approach to literacy and writing development. The Common Core Standards are research and evidenced-based, aligned with college and work expectations, rigorous, and internationally benchmarked. For a complete listing of all Common Core Standards, please visit: <http://www.corestandards.org>.

ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP			
<b>COURSE # 2109010</b>	<b>COURSE NAME:</b> M/J World History	<b>QUARTER:</b> Throughout the year	<b>PACING:</b> All year
<b>UNIT/ORGANIZING PRINCIPLE/STRAND:</b>	Language Arts Standards for Reading/Writing from the Common Core State Standards (CCSS) Math Standards from the Common Core State Standards (CCSS)		
<b>BENCHMARKS</b>	<b>LEARNING TARGETS/SKILLS</b>		
<u>LACC.68.RH.1.1</u>	Cite specific textual evidence to support analysis of primary and secondary sources.		
<u>LACC.68.RH.1.2</u>	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
<u>LACC.68.RH.1.3</u>	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).		
<u>LACC.68.WHST.1.1</u>	<p>Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>		
<u>LACC.68.WHST.1.2</u>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> </ol>		

	<ul style="list-style-type: none"> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style and objective tone.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
<u>MACC.K12.MP.1.1</u>	<p><b>Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>
<u>MACC.K12.MP.3.1</u>	<p><b>Construct viable arguments and critique the reasoning of others.</b></p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can</p>

	<p>construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>
<u>MACC.K12.MP.5.1</u>	<p><b>Use appropriate tools strategically.</b></p> <p>Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts</p>
<u>MACC.K12.MP.6.1</u>	<p><b>Attend to precision.</b></p> <p>Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>
<u>LACC.68.RH.2.4</u>	<p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>

<u>LACC.68.RH.2.6</u>	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<u>LACC.68.WHST.2.4</u>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>LACC.68.WHST.2.5</u>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>LACC.68.WHST.2.6</u>	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<u>LACC.68.RH.3.7</u>	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<u>LACC.68.RH.3.8</u>	Distinguish among fact, opinion, and reasoned judgment in a text.
<u>LACC.68.RH.3.9</u>	Analyze the relationship between a primary and secondary source on the same topic.
<u>LACC.68.WHST.3.8</u>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>LACC.68.WHST.3.9</u>	Draw evidence from informational texts to support analysis reflection, and research.
<u>LACC.68.WHST.4.10</u>	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Pacing: History	QUARTER:1 Pacing: 1 Block and integrated throughout the year
UNIT/ORGANIZING PRINCIPLE/STRAND:	World History Standard 1: Utilize historical inquiry skills and analytical processes.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.1.1	SS.6.W.1.1 Use timelines to identify chronological order of historical events.	<ul style="list-style-type: none"> <li>• <b>History</b> <ul style="list-style-type: none"> <li>○ Why study history?</li> <li>○ Measuring Time</li> <li>○ Periods of History</li> <li>○ Calendars</li> <li>○ Dating Events</li> <li>○ Using Time Lines</li> </ul> </li> <li>• <b>Studying the Past</b> <ul style="list-style-type: none"> <li>○ History &amp; Science: <ul style="list-style-type: none"> <li>○ Archaeology</li> <li>○ Paleontology</li> <li>○ Anthropology</li> </ul> </li> </ul> </li> <li>• <b>Historians</b> <ul style="list-style-type: none"> <li>○ What does a historian do?</li> <li>○ Methods of historical inquiry</li> <li>○ Collecting Evidence: <ul style="list-style-type: none"> <li>○ Primary vs. Secondary sources</li> </ul> </li> <li>○ Interpreting history</li> <li>○ Writing about history</li> </ul> </li> </ul>
SS.6.W.1.2	SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.	
SS.6.W.1.3	SS.6.W.1.3 Interpret primary and secondary sources.	
SS.6.W.1.4	SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.	
SS.6.W.1.5	SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).	
SS.6.W.1.6	SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.	

## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

analyze, analysis, anthropology, archaeology, artifact, bias, chronological, era, fossil, history, historian, historical inquiry, plagiarize, point of view, primary source, species

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Smithsonian Education site- allows you to search by state standards for resources

<http://www.smithsonianeducation.org/educators/index.html>

Lesson plans- History from Education World:

[http://www.educationworld.com/a\\_lesson/archives/history.shtml](http://www.educationworld.com/a_lesson/archives/history.shtml)

Library Of Congress- Lesson Plans-History

<http://www.loc.gov/teachers/classroommaterials/lessons/index.html>

Why Study History Essay from American Historical Association:

<http://www.historians.org/pubs/Free/WhyStudyHistory.htm>

Why Study History? Excerpts from The Classics "Declassified" (C) 1977 Dan Peel

<http://itasca.k12.il.us/peacock/7team/peel/whyhist.htm>

Lesson plan- Historical Inquiry from NPS

[http://www.nps.gov/nr/twhp/Prof\\_Dev\\_Project/historicalinquirylesson.htm](http://www.nps.gov/nr/twhp/Prof_Dev_Project/historicalinquirylesson.htm)

Lesson Plan- Using Primary & Secondary sources in History:

[http://www.vrml.k12.la.us/6th/6ss/Unit\\_activities\\_SS/unit1\\_SS/act2/6th\\_SS\\_Un1\\_Act2.htm](http://www.vrml.k12.la.us/6th/6ss/Unit_activities_SS/unit1_SS/act2/6th_SS_Un1_Act2.htm)

Lesson Plan on Primary Sources from the Library of Congress:

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

History of the World in Seven Minutes:

<http://www.youtube.com/watch?v=4pnmZalx9YY>

### **Suggested Activities**

Have students create a list of events from different historical periods. Have them list/explain what each event tells them about that particular time.

After discussing the meaning of "history," have students write an essay on their personal history.

Have students create a timeline of their individual history, beginning at birth, listing significant events, and continuing to the current date.

Using historical inquiry, have students interview older family members to create a family history.

Have students create a timeline of their family's history.

Have students select an item from modern life and write a paragraph describing the defining characteristics of this object. What will this object tell future scientists about American civilization in the twenty-first century?

Have students complete the Venn Diagram and activity outlined in "I'm an Historian," activity 4 in the lesson from the National Endowment for the Humanities: <http://edsitement.neh.gov/lesson-plan/what-history-timelines-and-oral-histories#sect-activities>

Have students complete the online lesson on primary and secondary sources (with follow-up quiz and extension activities) – History on the Net: <http://www.historyonthenet.com/Lessons/sources/sourcesexplain.htm>

### **Assessment**

Develop rubrics and share with students for each of the above mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

**ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP**

<b>COURSE #: 2109010</b>	<b>COURSE NAME: MS World History</b> <b>Topic: Geography</b>	<b>QUARTER:1</b> <b>Pacing: 2 Blocks and then integrated throughout the year</b>
<b>UNIT/ORGANIZING PRINCIPLE/STRAND:</b>	<p><b>Geography Standard 1: Understand how to use maps and other geographic representations, tools and technology to report information.</b></p> <p><b>Geography Standard 2: Understand physical and cultural characteristics of places.</b></p> <p><b>Geography Standard 3: Understand the relationships between the earth's ecosystems and the populations that dwell within them.</b></p> <p><b>Geography Standard 4: Understand the characteristics, distribution, and migration of human populations.</b></p> <p><b>Geography Standard 5: Understand how human actions can impact the environment.</b></p> <p><b>Geography Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.</b></p>	
<b>Identification System of Standards and Benchmarks</b>	<b>BENCHMARK</b>	<b>ESSENTIAL CONTENT</b>
SS.6.G.1.1	SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	<p><b>Maps and Globes</b></p> <ul style="list-style-type: none"> <li>○ Hemispheres</li> <li>○ Finding Places on Earth <ul style="list-style-type: none"> <li>Latitude and Longitude</li> <li>Absolute Location</li> <li>Relative Location</li> </ul> </li> <li>○ Reading Maps <ul style="list-style-type: none"> <li>Scale</li> <li>Compass Rose</li> <li>Cardinal Direction</li> <li>Map Key</li> </ul> </li> <li>○ Map Projections <ul style="list-style-type: none"> <li>Equal Area Projection</li> <li>Mercator Projection</li> <li>Robinson Projection</li> <li>Winkel Tripel Projection</li> </ul> </li> </ul> <p>● <b>The Six Essential Elements of Geography</b></p>
SS.6.G.1.2	SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	
SS.6.G.1.5	SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	
SS.6.G.2.1	SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	
SS.6.G.2.6	SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	



SS.6.G.2.7	SS.6.G.2.7 Interpret choropleth or dot-density maps to explain the distribution of population in the ancient world.	<ul style="list-style-type: none"> <li>○ World in Spatial Terms</li> <li>○ Places and Regions</li> <li>○ Physical Systems</li> <li>○ Human Systems</li> <li>○ Environment and Society</li> <li>○ Uses of Geography</li> </ul>
SS.6.G.6.1	SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.	<ul style="list-style-type: none"> <li>○ Physical Maps</li> <li>○ Political Maps</li> <li>○ Special Purpose Maps</li> </ul>
SS.6.G.6.2	SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.	<ul style="list-style-type: none"> <li>○ Bar, line, and circle graphs</li> <li>○ Diagrams</li> <li>○ Climographs</li> </ul>
SS.6.G.1.3	SS.6.G.1.3 Identify natural wonders of the ancient world.	<ul style="list-style-type: none"> <li>○ Population Shifts</li> <li>○ Culture</li> <li>○ Cultural Diffusion</li> </ul>
SS.6.G.1.4	SS.6.G.1.4 Utilize tools geographers use to study the world.	
SS.6.G.1.6	SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	

## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

absolute location, cardinal direction, Choropleth, city, climate, compass rose, continent, country, culture, direction, equator, geography, globe, hemisphere, intermediate direction, International Date Line, latitude, longitude, map projection, migration, physical map, place, political map, Prime Meridian, region, relative location, scale, spatial, special-purpose map, sphere, Tropic of Cancer, Tropic of Capricorn

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Complete lesson plan on The Six Essential Elements of Geography from National Geographic: "Be a Geography Detective"

<http://www.nationalgeographic.com/xpeditions/lessons/02/g35/detective.html>

Lesson plans for 6 elements of geography:

<http://egsc.usgs.gov/isb/pubs/teachers-packets/mapshow/>

Geography online quizzes using 6 essential elements of geography:

<http://www.eduplace.com/geonet>

Geography online quizzes for location of countries and continents:

<http://www.lizardpoint.com/fun/geoquiz/>

Lesson plans and activities exploring the Seven Ancient Wonders of the World:

<http://7wonders.mrdonn.org/index.html>

Videos and images of the Seven Ancient Wonders of the World:

<http://www.history.com/topics/seven-ancient-wonders-of-the-world>

Website with information on 5 themes of geography

<http://www.brainpop.com>

rap song for 5 themes of geography

[http://www.teachertube.com/viewVideo.php?title=5\\_Themes\\_of\\_Geography&video\\_id=132237](http://www.teachertube.com/viewVideo.php?title=5_Themes_of_Geography&video_id=132237)

### **Suggested Activities**

Have students draw a map of the continents with a chart below. List the major physical features (landforms and water bodies) and locations (highest elevation, deepest lake, longest river, largest desert, etc.) Locate and identify each feature on the map. Alternative: Assign each cooperative group a continent.

Have students begin a picture dictionary of geographic vocabulary for landforms, map elements, and bodies of water to add to and use as a resource throughout the course.

Have students grid absolute location coordinates for major cities and countries using a world atlas or web site such as Google Earth.

Have students prepare a game called "My Grid Address" testing absolute location skills.

Have students design a travel brochure for an ancient natural wonder that incorporates Six Essential Elements of Geography.

Have students create three types of maps (political, physical and special purpose) for an imaginary country. Identify and label all key components of the maps.

Have students keep an ongoing geography journal in which they record significant geographical information as they read the textbook. Have students use the geographical information to answer reflection questions to write about the relationship between geography and history.

Additional activities located at the following:

[http://www.educationworld.com/a\\_lesson/lesson/lesson325.shtml](http://www.educationworld.com/a_lesson/lesson/lesson325.shtml)

<b>ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP</b>		
<b>COURSE #: 2109010</b>	<b>COURSE NAME: MS World History</b> <b>Topic: Pre-History</b>	<b>QUARTER:1</b> <b>Pacing: 5 Blocks</b>
<b>UNIT/ORGANIZING PRINCIPLE/STRAND:</b>	<b>Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American.</b>	
<b>Identification System of Standards and Benchmarks</b>	<b>BENCHMARK</b>	<b>ESSENTIAL CONTENT</b>
SS.6.W.2.1	Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	<ul style="list-style-type: none"> <li>• <b>Hunters-Gatherers</b></li> <li>• <b>Stone Age</b> <ul style="list-style-type: none"> <li>○ <b>Paleolithic</b> (Old)               <ul style="list-style-type: none"> <li>Early Human History:                   <ul style="list-style-type: none"> <li>Nomads</li> <li>Hunters-Gathers</li> </ul> </li> <li>Technology:                   <ul style="list-style-type: none"> <li>Stone Tools</li> <li>Survival</li> <li>Shelter</li> <li>Clothing</li> <li>Fire</li> </ul> </li> <li>Language and Art                   <ul style="list-style-type: none"> <li>Spoken Language</li> <li>Cave Paintings</li> </ul> </li> <li>Ice Ages                   <ul style="list-style-type: none"> <li>Climate/geographical change</li> <li>Human Adaptation</li> </ul> </li> </ul> </li> </ul> </li> <li>• <b>Development of Agriculture</b> <ul style="list-style-type: none"> <li>○ <b>Neolithic</b> (New)               <ul style="list-style-type: none"> <li>Domestication of animals</li> <li>Agriculture/Farming</li> </ul> </li> <li>○ Life in Neolithic times               <ul style="list-style-type: none"> <li>Communities</li> <li>Job Specialization</li> </ul> </li> </ul> </li> </ul>
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.	
SS.6.W.2.3	Identify the characteristics of civilization.	
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	
SS.6.G.3.2	Analyze the impact of human populations on the ancient world's ecosystems.	
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.	
SS.6.G.4.2	Use maps to trace significant migrations, and analyze their results.	
SS.6.G.4.3	Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.	

		<ul style="list-style-type: none"> <li>○ End of Neolithic Age Technological Advances Bronze Age</li> <li>● <b>Emergence of Civilization</b> <ul style="list-style-type: none"> <li>○ Cities and Government</li> <li>○ Religion</li> <li>○ Social Structure</li> <li>○ Writing</li> <li>○ Culture/Art</li> </ul> </li> </ul>
<b>INSTRUCTIONAL RESOURCES</b>		
<p><b><u>Vocabulary/Identification</u></b> agriculture, ancestor, anthropology, archaeology, artifact, Bronze Age, culture, decade, domesticate, Era , evidence, fossil, historian, history, homo sapiens, Ice Age, land bridge, monarchy, Neolithic, nomads, Paleolithic, paleontology, prehistory, primary source, secondary source, social class, specialization, species, systematic agriculture, technology</p> <p><b><u>Technology</u></b>- Some URL's may need to be copied and pasted into your browser if the link does not work.</p> <p>A documentary on the evolutionary process, the latest reports from field researchers, articles from experts, an extensive glossary, and links to other sites: <a href="http://www.becominghuman.org/">http://www.becominghuman.org/</a></p> <p>Smithsonian site featuring human evolution: <a href="http://www.mnh.si.edu/anthro/humanorigins/">http://www.mnh.si.edu/anthro/humanorigins/</a></p> <p>Lesson plans, activities and modules covering Early man: <a href="http://earlyhumans.mrdonn.org/lessonplans.html">http://earlyhumans.mrdonn.org/lessonplans.html</a> <a href="http://archaeology.mrdonn.org/lessonplans.html">http://archaeology.mrdonn.org/lessonplans.html</a></p>	<p><b><u>Suggested Activities</u></b></p> <p>Have students create a timeline tracking advancement of glaciers during the Ice Age of the Paleolithic Era. Have students Include an explanation of timeline terminology such as BC, BCE, AD.</p> <p>Have students begin an ongoing journal to record significant information as they read content material using a variety of note-taking strategies (outline, 2-column, Venn Diagram) depending on the material. Use information to write about the relationship between geography and history.</p> <p>Have students create a narrative diary account from the viewpoint of Louis or Mary Leakey discussing fossil discoveries at the Olduvai Gorge in East Africa.</p> <p>Have students develop maps depicting spread of farming in the Neolithic Era.</p> <p>Have students create a Venn diagram to compare Paleolithic and Neolithic social activities of early man.</p> <p>Have students create a poster or power-point presentation depicting a civilization with aspects from each of the following six characteristics: cities/architecture, social structure, writing, culture/arts, government, and economy.</p> <p>Have students create a chart comparing Paleolithic and Neolithic lifestyles, including social, cultural, technology, and physical characteristics.</p>	

Have students write an article describing the invention of tools by people in the Paleolithic era.

Have students research a nomadic group of people that still exists today (Brazilian Native Indians, Australia's Aborigines, African nomads). Develop a presentation to describe a day in the life of one of these groups. Have students watch the movie "*Ice Man*" or read the article "Otzi the Iceman" available at <http://www.pbs.org/wgbh/nova/icemummies/iceman.html> . Take two column notes while watching the movie or reading the article

**Assessment**

Develop rubrics and share with students for each of the above mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Mesopotamia	QUARTER:1 Pacing: 9 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.1.3	Interpret primary and secondary sources.	<p data-bbox="1566 586 1940 711"><b>Required DBQ Project Lesson: "Hammurabi's Code: Was It Just?"</b></p> <ul style="list-style-type: none"> <li data-bbox="1566 760 1864 816">• <b>Impact of Geography in Ancient Mesopotamia</b> <ul style="list-style-type: none"> <li data-bbox="1587 821 1940 846">○ Mesopotamia – Land Between Two Rivers:               <ul style="list-style-type: none"> <li data-bbox="1633 883 1766 907">Tigris River</li> <li data-bbox="1633 912 1818 937">Euphrates River</li> </ul> </li> <li data-bbox="1587 941 1839 966">○ Managing the Rivers               <ul style="list-style-type: none"> <li data-bbox="1633 976 1787 1000">Flood Control</li> <li data-bbox="1633 1005 1734 1029">Irrigation</li> </ul> </li> <li data-bbox="1587 1034 1843 1091">○ Farming (The Fertile Crescent)</li> </ul> </li> <li data-bbox="1566 1096 1839 1120">• <b>Sumerian Civilization</b> <ul style="list-style-type: none"> <li data-bbox="1587 1125 1787 1149">○ City-States (Ur)</li> <li data-bbox="1587 1154 1745 1211">○ Religion               <ul style="list-style-type: none"> <li data-bbox="1633 1187 1745 1211">Polytheism</li> <li data-bbox="1633 1216 1719 1240">Ziggurat</li> </ul> </li> <li data-bbox="1587 1245 1766 1269">○ Social Classes</li> <li data-bbox="1587 1274 1793 1299">○ Farming/Trading</li> </ul> </li> <li data-bbox="1566 1304 1864 1328">• <b>Sumerian Contributions</b> <ul style="list-style-type: none"> <li data-bbox="1587 1333 1696 1357">○ Writing</li> <li data-bbox="1587 1362 1730 1386">○ Cuneiform</li> </ul> </li> </ul>
SS.6.W.2.2	Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.	
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.	
SS.6.W.2.7	Summarize the important achievements of Mesopotamian civilization.	
SS.6.W.2.8	Determine the impact of key figures from ancient Mesopotamian civilizations.	
SS.6.W.2.9	Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.	

<p>SS.6.G.2.4</p> <p>SS.6.G.4.1</p> <p>SS.6.G.5.1</p> <p>SS.6.G.5.2</p> <p>SS.6.E.1.3</p> <p>SS.6.E.2.1</p>	<p>Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p>Identify the methods used to compensate for the scarcity of resources in the ancient world.</p> <p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p> <p>Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources. (land, labor, capital, entrepreneurship).</p> <p>Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.</p>	<p>Scribes Literature</p> <ul style="list-style-type: none"> <li>○ Technology</li> <li>Wheel</li> <li>Cart</li> <li>Potter's wheel</li> <li>Sailboat</li> <li>Sundial</li> <li>Bronze</li> <li>○ Math</li> <li>Number system</li> <li>Geometry</li> <li>Calendar</li> <li>○ Astronomy</li> <li>○ Architecture</li> <li>● <b>Mesopotamian Empires</b></li> <li>○ Akkad, first empire Leader: Sargon</li> <li>○ Babylonian Empire Leader: Hammurabi Hammurabi's Code</li> <li>○ Assyrian Empire Military Control</li> <li>○ The Chaldeans Leader: Nabopolassar/ Nebuchadnezzar Rebirth of Babylon Hanging Gardens of Babylon</li> <li>○ Fall of the Chaldean Empire Weak king Poor harvests Slow trade</li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

astronomer, caravan, city-state, cuneiform, empire, epic, fertile crescent, irrigation, monotheism, polytheism, province, scribe, silt, surplus, theocracy, tribute, ziggurat

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Lesson plans, activities and modules for Mesopotamia:

<http://mesopotamia.mrdonn.org/lessonplans.html>

British museum interactive website on geography, gods, and writing of Mesopotamia:

<http://www.mesopotamia.co.uk/>

Website with information on Sumerians

<http://www.brainpop.com>

### **Suggested Activities**

Have students look at a map of the Persian Gulf region today. Identify the nations that currently surround the Tigris and Euphrates Rivers.

Have students create a timeline that shows each stage of the development of Mesopotamia from hunter-gatherers to the first empire.

Have students create a chart listing major civilizations of Ancient Mesopotamia with the following categories: political, economic, social, and cultural.

Have students re-create an Ancient River Civilization using multimedia, graphics posters, models, maps, or dramatic skits. List advancements associated with each of the stages. Discuss how each advancement contributed to development of civilization.

Have students research and answer the questions, “*How do Ancient Mesopotamian civilizations impact our lives today?*” (Examples: wheel, number system, sail boat, arch, writing, devotional statues, games, irrigation, mathematics, metal-working, music, plow, organized armies, etc.)

Review descriptions of Sumerian cities. Have students pair off with a partner and list the differences between Sumerian cities and contemporary cities. Share their responses with the class.

Have students review copies of different laws from Hammurabi's Code in cooperative groups. Rewrite codes in modern English.

Have students compare Hammurabi's code to present-day American laws.

Have students design a chart/graph that compares and contrasts the different empires (Acadians, Babylonians, Assyrians, Chaldeans) that emerged in Mesopotamia.



ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP		
COURSE #: 2109010	COURSE NAME: MS World History Topic: Ancient Egypt and Kush (5000 BCE – 350 CE)	QUARTER:1 Pacing: 6 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American. Standard 3: Recognize the significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.	<ul style="list-style-type: none"> <li>• <b>The Nile River</b> <ul style="list-style-type: none"> <li>○ Nile River valley Civilization</li> <li>○ Gift of the River Protection</li> <li>○ People of the River <ul style="list-style-type: none"> <li>○ Floods</li> <li>○ Farming</li> <li>○ Writing/ hieroglyphics</li> </ul> </li> </ul> </li> <li>• <b>Uniting Egypt</b> <ul style="list-style-type: none"> <li>○ Unification of 3100 BC Kingdoms</li> <li>○ King: Narmer</li> <li>○ Time Periods: <ul style="list-style-type: none"> <li>○ Old Kingdom</li> <li>○ Middle Kingdom</li> <li>○ New Kingdom</li> </ul> </li> <li>○ Dynasties</li> </ul> </li> <li>• <b>Life in Ancient Egypt</b> <ul style="list-style-type: none"> <li>○ Egypt's early rulers</li> <li>○ Pharaohs</li> <li>○ Religion in Egypt</li> </ul> </li> </ul>
SS.6.W.2.5	Summarize important achievements of Egyptian civilization.	
SS.6.W.2.6	Determine the contributions of key figures from ancient Egypt.	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.	
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different	

	ancient cultures on one another.	
SS.6.G.2.7	Interpret choropleths or dot density maps to explain the distribution of population in the ancient world.	Afterlife
SS.6.G.3.1	Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	<ul style="list-style-type: none"> <li>○ Pyramid Tombs</li> <li>    Labor</li> <li>    Engineering/Construction</li> <li>Skills</li> <li>○ Daily Life</li> <li>    Social Classes</li> <li>    Families</li> </ul>
SS.6.G.5.1	Identify the methods used to compensate for the scarcity of resources in the ancient world.	<ul style="list-style-type: none"> <li>● <b>Egypt's Empire</b></li> <li>○ Golden Age</li> <li>    The Arts</li> <li>    The Hyksos</li> <li>○ Building an Empire</li> <li>    Queen Hatshepsut</li> <li>    Expanding trade</li> <li>    Politics</li> <li>    Expansion</li> <li>○ Pharaohs</li> <li>    Amenhotep IV(Akhenaton)</li> <li>    Tutankhamen</li> <li>○ Recovery / Decline</li> <li>    Ramses II</li> <li>    Age of Temples</li> </ul>
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources.(land, labor, capital, entrepreneurship).	
SS.6.E.3.2	Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.	<ul style="list-style-type: none"> <li>● <b>The Kingdom of Kush</b></li> <li>○ The Nubians</li> <li>    Kingdom of Kerma</li> <li>    Egyptian Invasion</li> <li>○ Kushite Kingdom</li> <li>    Rise of Kush from Nubia</li> <li>    Kush conquers Egypt</li> <li>    Technology: Iron</li> <li>○ Capital: Meroe</li> <li>○ Trade Center</li> </ul>
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, and Kush) and elements of those economies that led to the rise of a merchant class and trading partners.	

## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

alluvial plain, artisan, bureaucrats, cataract, delta, dynasty, embalming, envoys, hieroglyphics, incense, papyrus, pharaoh, pyramids, savanna, scribe, shadoof, textile, theocracy, trade

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

National Geographic Ancient Tombs Video:

<http://video.kids.nationalgeographic.com/video/player/kids/people-places-kids/egypt-tombs-kids.html>

Smithsonian – Ancient Egypt articles:

[http://www.smithsonianmag.com/topics/Time-Ancient\\_Cultures\\_Egypt.html](http://www.smithsonianmag.com/topics/Time-Ancient_Cultures_Egypt.html)

Ancient Egypt- History for Kids.org (middle school):

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

Interactive games on Ancient Egypt from National Geographic:

<http://kids.nationalgeographic.com/kids/games/interactiveadventures/tomb-unknown-mummy/>

### **Suggested Activities**

Have students research and prepare a map and/or chart of the world's ten longest rivers.

Have students map the geographical locations of the pyramids of Egypt.

Have students compare flooding of the Nile River in ancient Egypt with the present-day flood control of the Aswan Dam.

Have students create a map of Ancient Egypt with labels written in hieroglyphics.

Work in cooperative groups to predict nature, name and characteristics of the assigned pictures of the different gods.

### **More Suggested Activities**

DBQ Project Lesson: "How Did the Nile Shape Ancient Egypt?"

Have students choose their favorite pharaoh and write a biographical newspaper article of their life and impact on Egyptian history.

Have students make a presentation on the discovery and contents of the tomb of Tutankhamen.

Have students draw a pyramid chart which includes social hierarchy of ancient Egyptian society.

Have students create and play a "Pictionary" board game using Ancient Egyptian terminology and concepts.

Have students write a letter from the point of view of an Egyptian pharaoh to farmers and workers in the kingdom explaining why it is their duty to build the pyramid for you.

Have students write a news report about an event in the ancient Kush region. Working in groups, have students create a journal of an imaginary archeological expedition that has uncovered artifacts from Kush.

Have students write a summary describing economic and religious change in ancient Africa exemplified by the Kush kingdom.

Have students create a virtual postcard of the Kushite pyramids.

### **Assessment**

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: The Israelites (1800 BCE – 70 CE)	QUARTER:2 Pacing: 4 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American. Standard 3: Recognize the significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.2.3 SS.6.W.2.9 SS.6.W.3.1 SS.6.G.1.7 SS.6.G.2.6 SS.6.G.4.1	Identify the characteristics of civilization.  Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.  Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime  Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.  Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.  Explain how family and ethnic relationships influenced ancient cultures.	<ul style="list-style-type: none"> <li>• <b>Beginnings</b> <ul style="list-style-type: none"> <li>○ Hebrew Bible</li> <li>○ Abraham</li> <li>○ Isaac and Jacob</li> <li>○ Moses &amp; the Exodus</li> <li>○ Covenant</li> <li>○ Torah</li> <li>○ Ten Commandments</li> </ul> </li> <li>• <b>The Land of Canaan</b> <ul style="list-style-type: none"> <li>○ Canaanites</li> <li>○ Phoenicians (alphabet)</li> <li>○ Philistines</li> <li>○ Military Conquest</li> <li>○ Life in Canaan</li> <li>○ The Tabernacle</li> </ul> </li> <li>• <b>The Israelite Kingdom</b> <ul style="list-style-type: none"> <li>○ Early Kings</li> <li>○ King Saul</li> <li>○ King David</li> <li>○ King Solomon</li> </ul> </li> <li>• <b>Two Kingdoms</b> <ul style="list-style-type: none"> <li>○ Israel</li> <li>○ Judah</li> </ul> </li> <li>• <b>The Development of Judaism</b></li> </ul>

- |  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"><li>○ Return to Judah<ul style="list-style-type: none"><li>Hebrew Bible</li></ul></li><li>○ Jewish Daily Life<ul style="list-style-type: none"><li>Family</li><li>Dietary Laws</li></ul></li><li>● <b>The Jews in the Mediterranean World</b><ul style="list-style-type: none"><li>○ Greek Rule</li><li>○ Spread of Jewish Ideas<ul style="list-style-type: none"><li>Maccabee Revolt</li></ul></li></ul></li><li>● <b>Roman Rule in Judea</b><ul style="list-style-type: none"><li>○ Jewish groups<ul style="list-style-type: none"><li>Pharisees</li><li>Sadducees</li></ul></li><li>○ Jewish-Roman Wars</li><li>○ Rabbis</li></ul></li></ul> |
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

alphabet, commandments, covenant, Diaspora, exile, Exodus, kosher, monotheism, prophet, proverb, psalm, rabbi, Sabbath, scroll, synagogue, Torah, tribe,

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

PowerPoint presentations on the Hebrews:

<http://ancienthistory.pppst.com/hebrews.html>

Website for Jewish holidays

[http://www.chabad.org/kids/article\\_cdo/aid/354742/jewish/Holidays.htm](http://www.chabad.org/kids/article_cdo/aid/354742/jewish/Holidays.htm)

Website for Torah

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

Western Wall, the Kotel, the most significant site in the world for the Jewish people, is the last remnant of their Temple. Live at the Wall.

<http://english.thekotel.org/cameras.asp>

### **Suggested Activities**

Have students look at a map of the land of the Israelites and analyze geographic features people might look for when choosing a capital city.

Have students compare the Ten Commandments from the Old Testament of the Israelites with the laws from Hammurabi's code.

Website with Hammurabi code:

<http://www.commonlaw.com/Hammurabi.html>

Have students create a time line summarizing and sequencing significant dates in the history of the Israelites. Include images and symbols on the time line.

Have students give a presentation about how leadership qualities of Jewish historical figures helped shape the development of religions and society.

### **Assessment**

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Ancient India (3000 BCE – 500 CE)	QUARTER:2 Pacing: 4 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American. Standard 4: Recognize significant events, figures and contributions of classical Asian civilizations (China, India).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.2.4	Compare the economic, political, social, and religious institutions of ancient river civilizations.	<ul style="list-style-type: none"> <li>• <b>The Geography of India</b> <ul style="list-style-type: none"> <li>○ The Indian Subcontinent</li> <li>○ Mountains, plains, rivers</li> <li>○ Climate               <ul style="list-style-type: none"> <li>Monsoons</li> </ul> </li> </ul> </li> <li>• <b>Indus Valley Civilizations</b> <ul style="list-style-type: none"> <li>○ Cities:               <ul style="list-style-type: none"> <li>Mohenjo-Daro</li> <li>Harappa</li> </ul> </li> <li>○ Daily Life</li> </ul> </li> <li>• <b>Aryan Migrations/Settlements</b> <ul style="list-style-type: none"> <li>○ Language Families               <ul style="list-style-type: none"> <li>Indo-European (Aryan)</li> </ul> </li> <li>○ Tribes               <ul style="list-style-type: none"> <li>Leader: Raja</li> <li>Language: Sanskrit</li> <li>Sacred Texts: Vedas</li> </ul> </li> </ul> </li> <li>• <b>Ancient Indian society</b> <ul style="list-style-type: none"> <li>○ Varnas (Caste system)               <ul style="list-style-type: none"> <li>Priests (Brahmins)</li> <li>Kshatriyas (warriors, rulers)</li> <li>Vaisyas (Common people)</li> <li>Sudras (workers/servants)</li> </ul> </li> </ul> </li> <li>• <b>Religions of Ancient India</b> <ul style="list-style-type: none"> <li>○ <u>Hinduism</u></li> </ul> </li> </ul>
SS.6.W.4.1	Discuss the significance of Aryan and other tribal migrations on Indian civilization.	
SS.6.W.4.2	Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.	
SS.6.W.4.3	Recognize the political and cultural achievements of the Mauryan and Gupta empires.	
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river	

	<p>valley civilizations.</p> <p>SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p> <p>SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p> <p>SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p> <p>SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>	<p>Oldest, third largest religion Brahman – universal spirit Beliefs: Reincarnation Karma Dharma</p> <ul style="list-style-type: none"> <li>○ <u>Buddhism</u> The Buddha Four Noble Truths Eightfold Path</li> <li>○ <u>Jainism</u> Mahavira Ahimsa</li> <li>● <b>Mauryan Empire</b> <ul style="list-style-type: none"> <li>○ India's First Empire</li> <li>○ Leader: Asoka Influence of Buddhism</li> <li>○ Accomplishments</li> <li>○ Decline</li> </ul> </li> <li>● <b>Gupta Empire</b> <ul style="list-style-type: none"> <li>○ Leader: Gupta</li> <li>○ Religion</li> <li>○ Trade</li> <li>○ Pilgrims</li> </ul> </li> <li>● <b>Indian Culture</b> <ul style="list-style-type: none"> <li>○ Literature Bhagavad Gita</li> <li>○ Art</li> <li>○ Architecture</li> <li>○ Math Algebra</li> <li>○ Science</li> <li>○ Medicine</li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

#### Content:

caste, culture, dharma, family, guru, monsoon, karma, language, nirvana, pilgrim, raja, reincarnation, Sanskrit, stupa, Subcontinent,

#### People:

Aryans, Asoka, Brahmans, Chandra Gupta, Gupta Maurya, Kshatriyas, Mahavira, (Mauryan Dynasty), Sudras, Vaisyas

#### Places:

Deccan Plateau, Ganges River, Indus River,

#### Concepts:

Bhagavad Gita, Buddhism, The Eightfold Path, The Four Noble Truths, Hinduism, Jainism, Siddhartha Gautama, Varnas, Vedas,

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

India –Past and present for teachers and students:

<http://countries.mrdonn.org/india.html>

The British Museum - Ancient India information:

<http://www.ancientindia.co.uk/>

Ancient India for kids:

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

India virtual field trip:

<http://www.indiavirtualtour.com/Delhi/VirtualTour.asp?monumentID=14>

Additional activities under technology at:

<http://countries.mrdonn.org/india.html>

### **Suggested Activities**

DBQ Project Lesson: “Asoka: Ruthless Conqueror or Enlightened Ruler?”

Study a climate and physical map of India and identify all of the geographical and climate features.

Make a list of the kinds of goods that are traded around the world today.

Write a one page report on what it is like to be a member of a caste in ancient India.

Review Egyptian building techniques and compare them to the kinds of building the Harappa's built.

Demonstrate to students how performing mathematical functions with Indian-Arabic numerals is simpler than with Roman numeral because the former system is a base-ten system that uses place value. Review with students the values of these Roman numerals: I = 1, V = 5, X = 10.

Create a virtual timeline of the development of Hinduism and the emergence of Buddhism.

### **Assessment**

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Early China (1750 BCE – 220 CE)	QUARTER:2 Pacing: 6 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American. Standard 4: Recognize significant events, figures and contributions of classical Asian civilizations (China, India).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.1.6  SS.6.W.2.4  SS.6.W.4.6  SS.6.W.4.7  SS.6.W.4.8  SS.6.W.4.9  SS.6.W.4.10  SS.6.G.2.1	Describe how history transmits culture and heritage and provides models of human character  Compare the economic, political, social, and religious institutions of ancient river civilizations.  Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.  Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.  Describe the contributions of classical and post classical China.  Identify key figures from classical and post classical China  Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.  Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	<p style="background-color: red; color: black; padding: 5px;"><b>Required DBQ Project Lesson: “The Great Wall of China: Did the Benefits Outweigh the Costs?”</b></p> <ul style="list-style-type: none"> <li>• <b>Birth of Chinese Civilization</b></li> <li>• <b>Land of China</b> <ul style="list-style-type: none"> <li>○ Powerful Rivers               <ul style="list-style-type: none"> <li>Huang He (Yellow River)                   <ul style="list-style-type: none"> <li>Agriculture</li> <li>flooding</li> </ul> </li> <li>Chang Jiang (Yangtze River)                   <ul style="list-style-type: none"> <li>Agriculture</li> <li>Trade</li> <li>Transportation</li> </ul> </li> </ul> </li> <li>○ Mountains               <ul style="list-style-type: none"> <li>Himalayas-Southwestern border</li> <li>Tian Shan</li> <li>Kunlun Shan</li> </ul> </li> <li>○ Desert</li> </ul> </li> </ul>

SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	Gobi Desert
SS.6.G.2.3	Analyze the relationship of physical geography to the development of ancient river valley civilizations.	<ul style="list-style-type: none"> <li>• <b>The First Dynasty</b> <ul style="list-style-type: none"> <li>○ Myths and Legends</li> <li>Heroes</li> <li>Yu the Great</li> </ul> </li> </ul>
SS.6.G.2.4	Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	<ul style="list-style-type: none"> <li>○ Shang Dynasty 1750 -1045 BC</li> <li>Control Hwang He Valley</li> </ul>
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	<ul style="list-style-type: none"> <li>○ Rule by Kings</li> <li>Warlords</li> </ul>
SS.6.G.4.1	Explain how family and ethnic relationships influenced ancient cultures.	<ul style="list-style-type: none"> <li>○ Class Structure</li> <li>○ Guidance from: <ul style="list-style-type: none"> <li>Ancestors</li> <li>Oracle Bones</li> </ul> </li> </ul>
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).	<ul style="list-style-type: none"> <li>○ Ancient Chinese writing: <ul style="list-style-type: none"> <li>Pictographs</li> <li>Ideographs</li> </ul> </li> </ul>
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	<ul style="list-style-type: none"> <li>○ Shang Arts <ul style="list-style-type: none"> <li>Bronze</li> <li>Silk</li> </ul> </li> </ul>
SS.6.W.2.3	Identify the characteristics of civilization.	<ul style="list-style-type: none"> <li>• <b>China's Longest Dynasty</b> <ul style="list-style-type: none"> <li>○ Zhou Dynasty 1045-256 BC</li> <li>○ Zhou rule <ul style="list-style-type: none"> <li>Bureaucracy</li> <li>Aristocrats</li> </ul> </li> <li>○ Mandate of Heaven</li> <li>○ Technology <ul style="list-style-type: none"> <li>Irrigation</li> </ul> </li> <li>○ Trade</li> <li>○ War <ul style="list-style-type: none"> <li>Period of the Warring States</li> <li>200 years</li> </ul> </li> <li>○ Decline of the Dynasty</li> </ul> </li> <li>• <b>Society and Culture in Ancient China</b></li> <li>• <b>Chinese Philosophies</b></li> <li>• <b>Confucianism</b> <ul style="list-style-type: none"> <li>○ Philosopher: Confucius</li> <li>○ Central Ideas: <ul style="list-style-type: none"> <li>Duty</li> <li>Merit</li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Service</li> <li>○ Influence of Confucius</li> <li>• <b>Daoism</b> <ul style="list-style-type: none"> <li>○ Philosopher: Laozi</li> <li>○ Dao- “The Way” (path)</li> <li>○ Central Ideas: <ul style="list-style-type: none"> <li>Simple life</li> <li>Live in harmony with nature</li> </ul> </li> </ul> </li> <li>• <b>Legalism</b> <ul style="list-style-type: none"> <li>○ Philosopher: Hanfezi</li> <li>○ Central Ideas: <ul style="list-style-type: none"> <li>○ Strict laws</li> <li>○ Harsh punishments</li> </ul> </li> </ul> </li> <li>• <b>Chinese Life</b></li> <li>• <b>Social Classes</b> <ul style="list-style-type: none"> <li>○ Aristocrats</li> <li>○ Farmers</li> <li>○ Artisans</li> <li>○ Merchants</li> </ul> </li> <li>• <b>Chinese Families</b> <ul style="list-style-type: none"> <li>○ Filial piety</li> <li>○ Respect for parents</li> <li>○ Respect for elders</li> <li>○ Roles for males and females</li> </ul> </li> <li>• <b>The Qin Dynasty – 221 BC</b> <ul style="list-style-type: none"> <li>○ Qin Shihuangdi <ul style="list-style-type: none"> <li>First Qin Emperor</li> </ul> </li> <li>○ Defeated warring states <ul style="list-style-type: none"> <li>Ended Zhou Dynasty</li> </ul> </li> <li>○ Qin Rule <ul style="list-style-type: none"> <li>Absolute control</li> <li>Strong central government</li> <li>Censorship</li> </ul> </li> <li>○ Changes <ul style="list-style-type: none"> <li>Currency</li> <li>Great Wall</li> </ul> </li> <li>○ Fall of the Qin</li> </ul> </li> <li>• <b>The Han Dynasty –202 BC</b> <ul style="list-style-type: none"> <li>○ Founder: Liu Bang</li> </ul> </li> </ul>
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		<p>Farmer turned soldier</p> <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> Strong Emperor: Han Wudi</li> <li>○ Improvements in Government <ul style="list-style-type: none"> <li>Civil Service</li> </ul> </li> <li>○ Education <ul style="list-style-type: none"> <li>Prepare for Civil Service</li> </ul> </li> <li>○ Expansion of Empire</li> <li>○ Culture <ul style="list-style-type: none"> <li>Literature</li> <li>Arts</li> </ul> </li> <li>○ Technology <ul style="list-style-type: none"> <li>Iron tools</li> <li>Waterwheel</li> <li>Paper</li> <li>Wheelbarrow</li> <li>Rudder</li> <li>Silk manufacturing,</li> </ul> </li> <li>○ Medical Advances <ul style="list-style-type: none"> <li>Herbs</li> <li>Acupuncture</li> </ul> </li> </ul> <p>● <b>The Silk Road</b></p> <ul style="list-style-type: none"> <li>○ Increase in trade</li> <li>○ Contact with other cultures</li> <li>○ Cultural Diffusion</li> </ul> <p>● <b>Buddhism</b></p> <ul style="list-style-type: none"> <li>○ Spread from India to China <ul style="list-style-type: none"> <li>Via Silk Road</li> </ul> </li> <li>○ Becomes major religion in China</li> </ul> <p><b>Fall of the Han Dynasty</b></p>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

#### Content:

acupuncture, ancestor, aristocracy, aristocrat, bureaucracy, censor, civil service, currency, diffusion, dynasty, hereditary, ideograph, , philosophy, pictography, social class, tenant farmer, warlord,

#### People:

Confucius, Han Wudi, Hanfeizi, Laozi, Shang (first dynasty), Xia (first dynasty in myth), Zhou (longest dynasty),

#### Places:

Chang Jiang River, Gobi Desert, Huang He River, Kuniun, Qin, Shan Mountains, Silk Road, Tian

#### Concepts:

Confucianism, Daoism, filial piety, legalism, Mandate of Heaven

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

The British Museum – Ancient China compilation website

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

A guide to China's capital city:

<http://www.china.org.cn/english/features/beijng/30546.htm>

History and science for middle school kids Ancient China:

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

Suggested Activities on Ancient China geography and culture:

<http://ancienthistory.mrdonn.org/Censorship.html>

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

<http://ancienthistory.mrdonn.org/Behavior.html>

### **Suggested Activities**

DBQ Project Lesson: "The Silk Road: Recording the Journey"

Bring items to class that are examples of China's influence on the world: paper, silk, tea, a compass, porcelain, rice, and pasta. Discuss importance of items in development of trade. <http://china.mrdonn.org/silkroad.html>

Have students trace Silk Road through Asia identifying major political and physical features. Show how development of the Silk Road changed life in China.

Have students map natural barriers that separate China from its neighbors. Predict and/or write what effect these natural barriers would likely have on Chinese civilization and culture.

Have students create a chart or diagram comparing and contrasting the ancient Chinese tradition of ancestor worship with the current ways Americans today remember their ancestors.

Have students compare Shang customs regarding relatives' needs in afterlife with those of ancient Egyptians by creating a Venn Diagram.

Have students create a booklet on the Mandate of Heaven and its effects on the different rulers of ancient China. <http://china.mrdonn.org/index.html>

Have students write a position paper discussing Confucius' belief that a person's family and community should come before one's own needs.

Have students create a postcard from the point of view of a follower of Confucius or Laozi while visiting current day Miami, Florida.

Have students write a poem, short story or dramatic scene dramatizing one of the following events: How subjects of Qin Shihuangdi felt about his harsh rule, the excitement of setting out on the Silk Road, or the nervousness of an aspiring civil servant before taking the Han examination.

One of the things that Emperor Qin did, on the advice of his advisors, was to order all the writings and teachings of Confucius to be burned. In addition he ordered the burning of any book that did not deal with math, reading oracles, science, or his history. These book burnings, were among the first recorded attempts at censorship. Have a class debate on censorship.

Have students research Han Dynasty inventions, decide which one was the most important, and write a summary defending their choice.

**Assessment**

Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Imperial China (600 CE – 1500 CE)	QUARTER:2 Pacing: 4 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 4: Recognize significant events, figures and contributions of classical Asian civilizations (China, India).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.4.4	Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.	<ul style="list-style-type: none"> <li>• <b>China Rebuilds Its Empire</b></li> <li>• <b>The Sui Dynasty A.D. 581</b> <ul style="list-style-type: none"> <li>○ Unified China</li> <li>○ Emperor Wendi</li> <li>○ Emperor Yangdi (Wendi's Son)               <ul style="list-style-type: none"> <li>Repaired Great Wall</li> <li>Rebuilt Changan</li> <li>Built <i>Grand Canal</i></li> <li>Killed in farmers revolt</li> <li>Yangdi's death ended Dynasty</li> </ul> </li> </ul> </li> <li>• <b>The Tang Dynasty A.D. 618- 907</b> <ul style="list-style-type: none"> <li>Restored strong central government</li> <li>○ Reforms:               <ul style="list-style-type: none"> <li>Civil service examinations</li> <li>Gave land to farmers</li> <li>Brought peace and order</li> </ul> </li> <li>○ Restored China's power in Asia</li> <li>○ Expansion of empire</li> <li>○ Trade</li> <li>○ Challenges to Tang rule               <ul style="list-style-type: none"> <li>Turks took control of Silk Road</li> <li>Trade- economy suffered</li> <li>Revolts by Chinese farmers</li> </ul> </li> <li>○ Fall of Tang Empire A.D. 907</li> </ul> </li> <li>• <b>The Song Dynasty A.D. 960</b> <ul style="list-style-type: none"> <li>○ Economic Prosperity</li> <li>○ Cultural Achievements</li> </ul> </li> </ul>
SS.6.W.4.7	Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.	
SS.6.W.4.8	Describe the contributions of classical and post classical China.	
SS.6.W.4.9	Identify key figures from classical and post classical China.	
SS.6.W.4.10	Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.	
SS.6.W.4.11	Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan.	
SS.6.W.4.12	Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.	
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences	



	of different ancient cultures on one another.	
SS.6.G.5.2	Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.	<ul style="list-style-type: none"> <li>○ Challenges</li> <li>○ Moved capital from Changan to Hangzhou</li> <li>● <b>Buddhism in China</b> <ul style="list-style-type: none"> <li>○ Chinese Rulers</li> <li>○ Buddhism in Korea</li> </ul> </li> <li>● <b>Confucian Revival</b> <ul style="list-style-type: none"> <li>○ Neo-Confucianism</li> <li>○ Civil Service</li> </ul> </li> <li>● <b>Chinese Society</b></li> <li>● <b>Economic Growth</b> <ul style="list-style-type: none"> <li>○ Farm Improvements <ul style="list-style-type: none"> <li>Irrigation methods</li> <li>New varieties of Rice</li> <li>Growing Tea</li> </ul> </li> <li>○ Impact on Population</li> <li>○ Increase in Trade <ul style="list-style-type: none"> <li>Roads</li> <li>Waterways</li> <li>Re-opening of Silk Road</li> </ul> </li> <li>○ Goods Traded <ul style="list-style-type: none"> <li>Silk, Tea, Steel, Paper, Porcelain</li> </ul> </li> <li>○ New trade routes</li> </ul> </li> <li>● <b>Technological Advances</b> <ul style="list-style-type: none"> <li>○ Coal and Steel</li> <li>○ Printing</li> <li>○ Gunpowder <ul style="list-style-type: none"> <li>Fire lance</li> <li>Fireworks</li> </ul> </li> <li>○ Ships</li> <li>○ Magnetic Compass</li> </ul> </li> <li>● <b>Literature and the Arts</b> <ul style="list-style-type: none"> <li>○ Age of Poetry</li> <li>○ Landscape Painting</li> <li>○ Porcelain</li> </ul> </li> <li>● <b>The Mongols in China</b> <ul style="list-style-type: none"> <li>○ Mongol Expansion</li> <li>○ Mongolia</li> <li>○ Nomadic Life <ul style="list-style-type: none"> <li>Yurts</li> </ul> </li> </ul> </li> </ul>
SS.6.E.1.1	Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.	
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).	
SS.6.E.2.1	Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	

		<ul style="list-style-type: none"> <li>Clans</li> <li>Followed herds</li> <li>○ Skills <ul style="list-style-type: none"> <li>Excellent horseback riders</li> <li>Fighting skills</li> </ul> </li> <li>○ Genghis Khan (means “Strong Ruler”) <ul style="list-style-type: none"> <li>Unification of clans</li> <li>Fought to conquer lands</li> <li>Created strong army</li> <li>Invaded China</li> <li>Genghis Khan’s Warriors <ul style="list-style-type: none"> <li>Cruel fighting tactics</li> <li>Terror</li> <li>Feared by people</li> </ul> </li> <li>Death- A.D. 1227</li> </ul> </li> <li>● <b>Growth of Mongol Empire</b> <ul style="list-style-type: none"> <li>○ Invaded parts of eastern and Central Europe</li> <li>○ Conquered Persia in southwest Asia</li> <li>○ Largest land empire in history</li> <li>○ Stability</li> <li>○ Wealth</li> <li>○ Adopted ideas and technology</li> </ul> </li> <li>● <b>Mongol Conquest of China</b> <ul style="list-style-type: none"> <li>○ Yuan Dynasty</li> <li>○ Emperor: Kublai Khan <ul style="list-style-type: none"> <li>Grandson of Genghis Khan</li> </ul> </li> <li>○ Mongol/Chinese Separation</li> <li>○ Changes in government and religion: <ul style="list-style-type: none"> <li>No civil exams</li> <li>Buddhism</li> <li>Religious tolerance</li> </ul> </li> <li>○ Brought order and prosperity</li> <li>○ Height of wealth &amp; power</li> <li>○ Marco Polo</li> <li>○ Trade and Empire</li> <li>○ Mongols expand China’s empire</li> <li>○ Isolation</li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

calligraphy, civil, neo- Confucianism, porcelain, principles, regime, steppes, terror

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

National Art Museum of China:

<http://www.namoc.org/en/>

A guide to China's capital city:

<http://www.china.org.cn/english/features/beijing/30546.htm>

History and science for middle school kids Ancient China:

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

Suggested Activities on Ancient China geography and culture:

<http://ancienthistory.mrdonn.org/Censorship.html>

### **Suggested Activities**

Organize class into pairs. Assign each pair either the Sui, Tang, Song Dynasty. The pairs must select an emperor for their dynasty and create a report on their leadership, accomplishments and government.

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

Have students research and create a poster map or PowerPoint slide of the advances in Chinese farming and technology during Tang and Song dynasties.

Answer the question; "How did Empress Wu promote Buddhism?" by having students create a PowerPoint presentation on Empress Wu.

Students have already studied [The Three Doctrines](#) (Confucianism, Taoism, Buddhism) and Legalism, and have some background. Now, let's see if students can determine how and why an individual from each of these four disciplines might respond to the same problem. Follow steps from:

<http://ancienthistory.mrdonn.org/Behavior.html>

Have students research civil service exams developed during the Song dynasties. Then assign the task of writing an advertisement for an upcoming civil service examination.

Have students create a dynasty which includes agriculture, cities, daily life, government, and historical artifacts with different materials toys, drawings, pictures, etc.

Have students write a short introductory speech introducing Kublai Khan. List accomplishments and present Khan in a favorable light.

Have students a eulogy for Genghis Khan.

Have students create a flyer about Confucius and his ideas.

Have student create a graphic organizer comparing two Chinese dynasties.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: The Ancient Greeks (2000 BCE – 400 CE)	QUARTER:3 Pacing: 5 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	<b>Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American.</b> <b>Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</b>	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.C.1.1	Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.	<ul style="list-style-type: none"> <li>• <b>Impact of Physical Geography</b> <ul style="list-style-type: none"> <li>○ Mountainous Peninsula</li> <li>○ Islands</li> <li>○ Importance of the sea</li> <li>○ Trade</li> <li>○ Fishing</li> <li>○ Independent states</li> </ul> </li> <li>• <b>Island Civilization</b> <ul style="list-style-type: none"> <li>○ The Minoan Civilization</li> <li>○ Island of Crete</li> <li>○ Knossos</li> <li>○ First civilization in Aegean Region</li> <li>○ Trade</li> </ul> </li> <li>• <b>Mainland Civilization</b> <ul style="list-style-type: none"> <li>○ The Mycenaean Kingdom</li> <li>○ Palaces</li> <li>○ Traders and Warriors</li> <li>○ Dark Age and Decline</li> <li>○ Hellenes</li> </ul> </li> <li>• <b>Colonies and Trade</b> <ul style="list-style-type: none"> <li>○ Population growth</li> <li>○ Establishment of colonies</li> <li>○ Trade</li> </ul> </li> <li>• <b>Greek City-State</b> <ul style="list-style-type: none"> <li>○ Role of geography</li> </ul> </li> </ul>
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	
SS.6.W.3.2	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.	
SS.6.W.3.3	Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).	
SS.6.W.3.4	Explain the causes and effects of the Persian and Peloponnesian Wars.	
SS.6.W.3.5	Summarize the important achievements and contributions of ancient Greek civilization.	
SS.6.W.3.6	Determine the impact of key figures from ancient Greece.	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and	

	the economies of ancient civilizations of the world.	
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	<ul style="list-style-type: none"> <li>○ Polis – center of Greek life</li> <li>○ Acropolis</li> <li>○ Agora</li> <li>○ Citizenship</li> </ul>
SS.6.G.2.5	Interpret how geographic boundaries invite or limit interaction with other regions and cultures.	<ul style="list-style-type: none"> <li>● <b>Sparta and Athens</b></li> <li>● <b>Sparta: Military Society</b> <ul style="list-style-type: none"> <li>○ Location</li> <li>○ Peloponnesian Peninsula</li> <li>○ Economy</li> <li>○ No outside trade</li> <li>○ Isolated</li> <li>○ agricultural</li> <li>○ Helots-en-slaved laborers</li> </ul> </li> <li>○ Military Society</li> <li>○ Discipline</li> <li>○ Simplicity</li> <li>○ Strength through self-denial</li> <li>○ Women</li> <li>○ Strict Government</li> <li>○ Oligarchy</li> <li>○ Assembly</li> <li>○ Council of Elders</li> <li>○ Ephors</li> <li>○ Citizens</li> <li>○ Currency: Iron Bars</li> </ul>
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.	<ul style="list-style-type: none"> <li>● <b>Athens: Young Democracy</b> <ul style="list-style-type: none"> <li>○ Education</li> <li>○ Early Reforms: <ul style="list-style-type: none"> <li>○ Solon</li> <li>○ Council of 400</li> <li>○ Peisistratus - tyrant</li> </ul> </li> <li>○ Development of Democracy</li> <li>○ Cleisthenes</li> <li>○ Council of 500</li> <li>○ Currency</li> </ul> </li> <li>● <b>Greece and Persia</b></li> <li>● <b>Persian Empire</b> <ul style="list-style-type: none"> <li>○ King Cyrus</li> <li>○ Treated conquered people fairly</li> <li>○ Improved network of roads</li> </ul> </li> </ul>
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	

		<ul style="list-style-type: none"> <li>○ Government: Darius I reorganized government into satraps (provinces)</li> <li>○ Zoroaster (religious teacher) Monotheism Zoroastrianism</li> <li>● <b>Persian Wars</b> <ul style="list-style-type: none"> <li>○ Battle at Marathon</li> <li>○ Battle at Thermopylae</li> <li>○ Battle at Salamis</li> <li>○ Battle at Plataea</li> <li>○ Decline of Persia</li> </ul> </li> <li>● <b>Rule of Pericles</b> <ul style="list-style-type: none"> <li>○ Athens economic/cultural center</li> <li>○ Democracy (direct)</li> <li>○ Pericles- Ruled 30 years Reforms Athenian Democracy Arts and science thrive Prosperous trade Center for knowledge</li> </ul> </li> <li>● <b>Athenian Life Under Pericles</b> <ul style="list-style-type: none"> <li>○ Men and Women</li> <li>○ Slavery</li> <li>○ Economy</li> </ul> </li> <li>● <b>War Between Athens and Sparta (Peloponnesian War)</b> <ul style="list-style-type: none"> <li>○ Dalian League</li> <li>○ The Athenian Empire</li> <li>○ War Breaks Out</li> <li>○ Pericles Funeral Oration</li> <li>○ Athenian Surrender</li> <li>○ Effects of War</li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

#### Vocabulary:

Acropolis, agora, bard, city-state, colony, democracy, direct democracy, ephors, helot, oligarchy, oracle, peninsula, phalanx, philosophers, polis, satrap, satrapy, tyranny, Zoroastrianism,

#### Places:

Acropolis, Aegean Sea, Asia Minor, Athens, Crete, Delphi. Ionia, Macedonia, Marathon, Mount Olympus, Parthenon, Plataea, Salamis, Sparta, Thebes, Thermopylae

#### People:

Aeschylus, Alexander the Great, Archimedes, Aristotle, Plato, Pythagoras, Socrates, Xerxes, Zeus

Events: Peloponnesian War

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Compilation website of Athens, Daily life, geography, gods and goddesses, Sparta, time and war:

<http://www.ancientgreece.co.uk/>

Website has Greece timeline, culture, maps, architecture, museums, and art:

[http://www.ancientgreece.com/s/Main\\_Page/](http://www.ancientgreece.com/s/Main_Page/)

Website has Greece timeline, culture, maps, architecture, museums, and art:

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

Ancient Greece resource for teachers and students:

[http://www.bbc.co.uk/schools/primaryhistory/ancient\\_greeks/](http://www.bbc.co.uk/schools/primaryhistory/ancient_greeks/)

### **Suggested Activities**

Have students create a chart outlining what Athens was like during the Age of Pericles (government, economy, culture, wars).

### **More Suggested Activities**

DBQ Project Lesson: "Education in Sparta: Did the Strengths Outweigh the Weaknesses?"

Have students create a map of ancient Greece and the Mediterranean world and locate the key political and physical features.

Have students write a summary on the following statement, "The geography of Greece influenced the development of different city-states."

Have students create a military handbook for Spartan boys and their life in the Spartan military.

Have students compose a poem explaining the meaning of the following quote from Sparta: "Children should be considered not so much the property of their parents as of the state."

Have students compare Athenian democracy with the governments of Mesopotamia and Egypt in a diagram or chart.

Have students create a Venn diagram comparing a Sparta and Athens.

Have students create a graphic organizer comparing the rights of women in ancient Athens and Sparta.

Have students create a script for a play about an Athenian citizen who visits Sparta for the first time.

Have students write a persuasive essay on why they would have preferred to live in Athens or Sparta.

<p>Have students write a summary discussing how direct democracy of ancient Athens differs from representative democracy in the United States.</p> <p>Have students write a speech explaining the role the Delian League played in advancement of Athenian civilization.</p> <p>Have students create a chart that outlines challenges or threats to democracy in Athens.</p> <p>Working in groups, have students create a poster describing one of the following in ancient Greece: religion, drama, philosophy, writing, art and architecture.</p> <p>Have students develop a time line covering the conquests of Alexander the Great and the spread of Greek culture.</p> <p>Have students create a flow chart tracking the achievements of Alexander the Great.</p> <p>Have students create a list naming current or recent figures who might merit the title “the Great.”</p> <p>Have students create an outline describing the reasons for the breakup of Alexander’s empire into three separate kingdoms.</p>	<p>Have students write a letter describing a typical day’s journey on the Royal Road.</p> <p>Have students write a two-paragraph account of the Battle of Marathon.</p> <p>After researching the major tectonic plates of the Earth, have students explain why the destruction of Minoan cities occurred.</p> <p>Have students write a TV listing of one paragraph that advertises a documentary on Greek discoveries.</p> <p>Have students prepare an oral and visual presentation about the Greek wars with the Persian Empire.</p> <p>Have students write a letter to Xerxes outlining reasons why he should cancel his invasion of Greece.</p> <p>Have students create a flow chart outlining factors that helped the Greeks defeat Persia.</p> <p>Have students create real estate advertisements listing Greek homes and their locations.</p> <p>Have students compare the rights of women in ancient Athens and the rights of women in the United States today.</p> <p>Have students write an epitaph summarizing Pericles’ life.</p> <p>Have students create a Venn Diagram comparing the Preamble to the Declaration of Independence to Pericles’ Funeral Oration.</p>
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## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Greek Civilization (700 BCE – 212 BCE)	QUARTER:3 Pacing: 6 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American. Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.3.2  SS.6.W.3.5  SS.6.W.3.6  SS.6.W.3.7  SS.6.C.1.1  SS.6.C.2.1  SS.6.G.2.2  SS.6.G.2.4	Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.  Summarize the important achievements and contributions of ancient Greek civilization.  Determine the impact of key figures from ancient Greece.  Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.  Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.  Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.  Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.  Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.	<b>Required DBQ Project Lesson: “Citizenship in Athens and Rome: Which Was the Better System?”</b>  <ul style="list-style-type: none"> <li>• Greek Culture</li> <li>• Greek Beliefs <ul style="list-style-type: none"> <li>○ Greek Gods</li> <li>○ Oracles</li> <li>○ Epics and Fables <ul style="list-style-type: none"> <li>Trojan Horse</li> <li>Aesop’s Fables</li> </ul> </li> <li>○ Greek Drama <ul style="list-style-type: none"> <li>Tragedy</li> <li>Comedy</li> </ul> </li> <li>○ Writers <ul style="list-style-type: none"> <li>Aeschylus</li> <li>Sophocles</li> <li>Euripides</li> <li>Aristophanes</li> </ul> </li> <li>○ Art and Architecture</li> </ul> </li> </ul>

<p>SS.6.G.2.6</p> <p>SS.6.E.1.1</p>	<p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p>	<p>The Parthenon Sculpture</p> <p><b>The Greek Mind</b></p> <ul style="list-style-type: none"> <li>○ Greek thinkers</li> <li>Philosophers</li> <li>○ The Sophists</li> <li>Rhetoric</li> <li>○ Socrates</li> <li>Socratic method</li> <li>Fear of Socrates' influence</li> <li>○ Plato's ideas</li> <li><u>The Republic</u></li> <li>Distrust of common people</li> <li>○ Aristotle</li> <li>Lyceum</li> <li>Interests:</li> <li>Politics/Government, science</li> <li>○ Monarchy</li> <li>○ Oligarchy</li> <li>○ Democracy</li> <li>● <b>New History and Science Ideas</b></li> <li>○ The Greeks and history</li> <li>○ Herodotus 435 BC</li> <li>○ Thucydides: historian</li> <li>○ First scientists</li> <li>Thales, Pythagoras</li> <li>○ Medicine</li> <li>Hippocrates</li> <li>Hippocratic Oath</li> <li>● <b>Alexander's Empire</b></li> <li>○ Phillip II of Macedonia.</li> <li>Macedonians conquer Greece</li> <li>○ Alexander, Phillip's son</li> <li>Becomes King</li> <li>Leads War with Persia</li> <li>● <b>Alexander's Legacy</b></li> <li>○ Alexander the Great</li> <li>○ Education</li> <li>○ Courage</li> <li>○ A Divided Empire</li> </ul>
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		<p>Macedonia, Egypt, Pergamum, Seleucid</p> <ul style="list-style-type: none"> <li>○ The Hellenistic Kings</li> </ul> <p>Created: Library at Alexandria The Lighthouse at Alexandria Cities, Government Posts</p> <ul style="list-style-type: none"> <li>● <b>Hellenistic Culture</b> <ul style="list-style-type: none"> <li>○ Hellenistic Arts, Buildings, Statues</li> <li>○ Writers Apollonius, Theocritus, Meander</li> <li>○ Thinkers Epicurus- Epicureanism Zeno- Stoicism</li> <li>○ Science and Math Aristarchus, Euclid, Eratosthenes , Archimedes</li> </ul> </li> <li>● <b>Greece and Rome</b> <ul style="list-style-type: none"> <li>○ Four Kingdoms of Alexander's Empire Unable to work together Fought with Each other</li> <li>○ Rome Powerful city-state in Italy Took Greek land in Southern Italy Gradually gained control of Greek mainland</li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

#### Content:

comedy, democracy, drama, fable, monarchy, myth, oligarchy, oracle, oral tradition, ritual, tragedy

Places: Mt. Olympus,

People: Aeschylus, Aristophanes, Euripides, Sophocles

Concepts: *Iliad and Odyssey*

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Website has Greece timeline, culture, maps, architecture, museums, and art:

<http://www.ancient-greece.org/history.html>

Compilation website of Athens, Daily life, geography, gods and goddesses, Sparta, time and war:

<http://www.ancientgreece.co.uk/>

Website has Greece timeline, culture, maps, architecture, museums, and art:

[http://www.ancientgreece.com/s/Main\\_Page/](http://www.ancientgreece.com/s/Main_Page/)

Website has Greece timeline, culture, maps, architecture, museums, and art:

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

Website with information on Greek gods

<http://www.brainpop.com>

Discovery Education Lesson plan- Alexander the Great- Meets the Press:

[http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/6-8\\_SocialStudies\\_AlexanderTheGreatMeetsThePress.pdf](http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/6-8_SocialStudies_AlexanderTheGreatMeetsThePress.pdf)

### **More Suggested Activities**

DBQ Project Lesson: "How Great Was Alexander the Great?"

Access the following web site and take the "Greek Mythology Symbol Challenge".

[http://www.ancientgreece.co.uk/gods/challenge/cha\\_set.html](http://www.ancientgreece.co.uk/gods/challenge/cha_set.html)

Read selected portions of "*Aesop's Fables*" and conduct a class discussion of the lessons being taught and how the lessons exemplify the Greek idea of "Arête".

Prepare a storytelling session for the class using several of Aesop's best-known stories, such as the tale of the "*The Goose that Laid the Golden Egg*" or "*The Boy Who Cried Wolf*."

Have students create a television commercial storyboard for either Plato's Academy or Aristotle's Lyceum, outlining the important points of each man's thinking.

Have students create a Pictionary of Greek gods and goddesses.

Have students build a model of a Greek theater.

Have students draw a postcard of the library at Alexandria and the Lighthouse at Alexandria and write a caption underneath explaining its importance for Greek culture.

Bring in pictures of contemporary architecture that is built in the ancient Greek fashion; e.g. University of Virginia, buildings in Washington D.C. and other building which contain Greek columns and arches. Have students share and discuss the items.

Have students create a list naming current or recent figures who might merit the title "the Great."

<p><b><u>Suggested Activities</u></b></p> <p>Working in groups, have students create a poster describing and drawing the most important Greek contribution Literature, history, government, medicine, mathematics, astronomy, biology, architecture, theater, and sports. Use:  <a href="http://www.ancientgreece.co.uk/knowledge/explore/exp_set.html">http://www.ancientgreece.co.uk/knowledge/explore/exp_set.html</a></p> <p>Have students create an outline describing the reasons for the breakup of Alexander's empire into three separate kingdoms.</p> <p>Have students create a chart describing the Greek scientists and their contributions.</p> <p>Working in small groups, have students prepare radio documentaries on the achievements of the Hellenistic Era in science, and math.</p> <p>Have students choose one ancient Greek thinker, scientist, writer or leader and write a short speech explaining why this person deserves the Nobel Prize.  <a href="http://www.ancientgreece.co.uk/knowledge/explore/exp_set.html">http://www.ancientgreece.co.uk/knowledge/explore/exp_set.html</a></p> <p>Have students choose one of the following experiences and write a journal entry that describes what it would be like to be undergoing that experience using time and place: the oracle at Delphi, fighting at the Battle of Troy, sailing with Odysseus on his way home from the war, watching a great Athenian dramatist play, studying in the Academy or Lyceum, flying with Daedalus and Icarus or marching with Alexander's army.</p> <p>Conduct a Greek Olympic competition as outlined at  <a href="http://ancienthistory.mrdonn.org/GreekOlympics.html">http://ancienthistory.mrdonn.org/GreekOlympics.html</a></p> <p>Assign students the task of preparing a visual presentation of Phillip of Macedonia and his son Alexander 's major battles at Granicus, Issus, Alexandria and Gaugamela.</p>	<p>Have students create a collage of Alexander's World  <a href="http://www.britishmuseum.org/explore/galleries/ancient_greece_and_rome/oom_22_alexander_the_great.aspx">http://www.britishmuseum.org/explore/galleries/ancient_greece_and_rome/oom_22_alexander_the_great.aspx</a></p> <p>Have students develop a time line covering the conquests of Alexander the Great and the spread of Greek culture. <a href="http://www.heritage-history.com/www/heritage.php?Dir=characters&amp;FileName=alexander.php">http://www.heritage-history.com/www/heritage.php?Dir=characters&amp;FileName=alexander.php</a></p> <p>Have students create a flow chart tracking the achievements of Alexander the Great.</p> <p><b><u>Assessment</u></b></p> <p>Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Rome: Republic to Empire (500 BCE – 180 CE)	QUARTER:3 Pacing: 7 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.3.1  SS.6.W.3.8  SS.6.W.3.9  SS.6.W.3.10  SS.6.W.3.11  SS.6.W.3.12  SS.6.W.3.16  SS.6.C.1.2	Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).  Determine the impact of significant figures associated with ancient Rome.  Explain the impact of the Punic Wars on the development of the Roman Empire.  Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).  Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.  Explain the causes for the growth and longevity of the Roman Empire.  Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves  Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law,	<ul style="list-style-type: none"> <li>• <b><u>The Beginning of Rome</u></b> <ul style="list-style-type: none"> <li>○ Settling of Italy               <ul style="list-style-type: none"> <li>Center of Mediterranean Region</li> <li>Mountain passes</li> <li>Climate</li> </ul> </li> <li>○ Rome’s Location               <ul style="list-style-type: none"> <li>Italian Peninsula</li> <li>Tiber River</li> </ul> </li> <li>○ Legends of Roman Origins               <ul style="list-style-type: none"> <li>Aeneas, “Father of the Romans”</li> <li>Trojans (The <i>Aeneid</i> )</li> <li>Romulus and Remus (birth of Rome)</li> </ul> </li> <li>○ Greek Influence               <ul style="list-style-type: none"> <li>Grape and olive farming</li> <li>Alphabet</li> <li>Architecture</li> <li>Sculpture</li> <li>Literature</li> </ul> </li> <li>○ The Latins</li> <li>○ Etruscan Control of Rome</li> <li>○ Etruscan Influence               <ul style="list-style-type: none"> <li>Arts</li> <li>Metal Weapons</li> <li>Architecture</li> <li>Clothing</li> <li>Military</li> </ul> </li> </ul> </li> </ul>

	representative government, civic duty).	
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	<ul style="list-style-type: none"> <li>○ Becoming a Republic</li> <li>○ Overthrow of Etruscans</li> <li>○ Creation of republic</li> <li>○ Military might and strategy</li> <li>○ Roman Rule</li> <li>● <b>Rome As a Republic</b></li> <li>○ Governing Rome <ul style="list-style-type: none"> <li>Social classes: <ul style="list-style-type: none"> <li>Patricians (ruling class)</li> <li>Plebeians (majority)</li> </ul> </li> <li>Citizens: <ul style="list-style-type: none"> <li>Vote</li> <li>Pay taxes</li> <li>Serve in Army</li> </ul> </li> </ul> </li> <li>○ Government <ul style="list-style-type: none"> <li>Three branches</li> <li>Patrician Consuls</li> <li>Veto power</li> <li>Praetors</li> <li>Senate</li> </ul> </li> <li>○ Conflict Between Classes <ul style="list-style-type: none"> <li>Council of the Plebs</li> <li>Tribunes</li> </ul> </li> <li>○ Cincinnatus <ul style="list-style-type: none"> <li>Dictator</li> <li>Belief in Civic Duty</li> </ul> </li> <li>○ Rome's System of Law <ul style="list-style-type: none"> <li>First written code 451 B.C.</li> <li>Twelve Tables</li> </ul> </li> <li>○ Roman Justice <ul style="list-style-type: none"> <li>Ideas found in American legal System: <ul style="list-style-type: none"> <li>Accused has right to trial before a judge</li> <li>Innocent until proven guilty</li> <li>Rule of law</li> </ul> </li> </ul> </li> <li>● <b>The Punic Wars</b></li> <li>○ Rome v. Carthage <ul style="list-style-type: none"> <li>Rivals for control of the Mediterranean World</li> </ul> </li> </ul>
SS.6.E.3.1	Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.	
SS.6.E.3.3	Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.	
SS.6.E.3.4	Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.	
SS.6.G.2.1	Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of the ancient world. economies of ancient civilizations of the world.	
SS.6.G.2.2	Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	
SS.6.G.2.6	Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	

		<ul style="list-style-type: none"> <li>○ First Punic War (264 B.C.) <ul style="list-style-type: none"> <li>Rome defeats Carthage at sea</li> <li>Rome takes control of Sicily</li> </ul> </li> <li>○ Second Punic War (218 B.C.) <ul style="list-style-type: none"> <li>Hannibal—Battle of Cannae</li> <li>Battle of Zama</li> <li>Rome becomes supreme power in Mediterranean</li> </ul> </li> <li>○ Third Punic War <ul style="list-style-type: none"> <li>Rome destroys Carthage</li> <li>Rome conquers Greece</li> </ul> </li> <li>● <b>Problems in the Republic</b> <ul style="list-style-type: none"> <li>○ Romans – rich and poor</li> <li>○ Roman Reformers <ul style="list-style-type: none"> <li>Tiberius</li> <li>Gaius Gracchus</li> </ul> </li> <li>○ Roman Politics and the Army <ul style="list-style-type: none"> <li>Marius creates paid army</li> </ul> </li> </ul> </li> <li>● <b>Rise of Julius Caesar</b> <ul style="list-style-type: none"> <li>○ First Triumvirate <ul style="list-style-type: none"> <li>Alliance among Caesar, Pompey and Crassus</li> </ul> </li> <li>○ Caesar’s Conquests</li> <li>○ Caesar’s rule</li> <li>○ Death <ul style="list-style-type: none"> <li>Ides of March</li> </ul> </li> </ul> </li> <li>● <b>From Republic to Empire</b> <ul style="list-style-type: none"> <li>○ Second Triumvirate <ul style="list-style-type: none"> <li>Alliance among Octavian, Marc Antony and Marcus Lepidus,</li> </ul> </li> <li>○ Antony and Cleopatra</li> <li>○ Octavian – A New Direction</li> <li>○ Cicero- desire for republic</li> <li>○ Octavian becomes “Caesar Augustus,” 1<sup>st</sup> Emperor of Rome</li> </ul> </li> <li>○ <b>Rule of Augustus</b> <ul style="list-style-type: none"> <li>○ Pax Romana</li> <li>○ Reforms <ul style="list-style-type: none"> <li>Permanent professional army</li> <li>Border protection</li> </ul> </li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>Public buildings</li> <li>Government</li> <li>Tax System</li> <li>Legal System/Code of Laws</li> <li>○ Emperors After Augustus: <ul style="list-style-type: none"> <li>Tiberius</li> <li>Caligula</li> <li>Claudius</li> <li>Nero</li> </ul> </li> <li>○ <b>The Roman Peace</b> <ul style="list-style-type: none"> <li>○ Emperor Vespasian <ul style="list-style-type: none"> <li>Coliseum</li> <li>Successors: Titus/Domitian</li> </ul> </li> <li>○ Challenges <ul style="list-style-type: none"> <li>Eruption of Mt. Vesuvius</li> <li>Fire in Rome</li> </ul> </li> <li>○ Good Emperors <ul style="list-style-type: none"> <li>Nerva</li> <li>Trajan</li> <li>Hadrian</li> <li>Antoninus Pius</li> <li>Marcus Aurelius</li> </ul> </li> <li>○ Accomplishments <ul style="list-style-type: none"> <li>Economic Growth</li> <li>Education for poor</li> <li>Laws easier to understand</li> <li>Aqueducts</li> </ul> </li> <li>○ United Empire <ul style="list-style-type: none"> <li>35 million square miles</li> <li>All free people considered citizens</li> </ul> </li> <li>○ Economy of the Empire <ul style="list-style-type: none"> <li>Agriculture</li> <li>Industry</li> <li>Trade</li> <li>Network of Paved Roads</li> </ul> </li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### Vocabulary/Identification

#### Content:

aqueduct, assembly, civic duty, civil, consul, dictator, latifundia, legion legislature patrician, Pax Romana, plebeian, praetor, proconsul, republic, Roman Senate, tribune, triumvirate, veto

#### People:

Aeneas, Antony, Augustus, Julius Caesar, Cincinnatus, Cleopatra, Etruscans, Hannibal, Latins, Marius, Octavian, Remus, Romulus, Sulla, Tiberius and Gaius Gracchus, Vespasian,

#### Places:

Alps, Byzantine Empire, Byzantium, Carthage

#### Concepts/Events:

First and Second Triumvirate, Forum, Pax Romana, Punic Wars, Twelve Tables

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Roman Empire for Children:

<http://www.roman-empire.net/children/index.html>

The Roman Empire:

<http://rome.mrdonn.org/geography.html>

Voyage Back in Time: Ancient Greece and Rome:

Ancient Rome Clip Art:

[http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Ancient\\_Civilizations/Ancient\\_Rome](http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Ancient_Civilizations/Ancient_Rome)

Ancient Rome for Middle School Kids:

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

The Roman House:

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

All about the Roman Empire in the First Century:

<http://www.pbs.org/empires/romans/>

### More Suggested Activities

Discuss how mountains influenced settlement in both ancient Greece and Rome.

Have students draw a map of Italy and summarize how Italy's geographical features contributed to the early history of Ancient Rome.

Have students create maps depicting Roman territorial expansion.

Have students write a short essay discussing ancient Rome's success in its conquest of the Italian peninsula.

Have students participate in a class debate on the following topic: "Which two cultures; the Greeks or the Etruscans, contributed more to development of ancient Rome?"

Ask students to imagine themselves as a Roman consul. Then Have them write an essay summarizing the three major problems facing the Republic.

Have students create a newspaper for ancient Rome.

Have students read the article entitled "*Cleopatra VII, the Last Pharaoh of Egypt*" at <http://www.royalty.nu/Africa/Egypt/Cleopatra.html> and "*Found: The Sister of Cleopatra Killed*" at [http://www.timesonline.co.uk/tol/news/world/middle\\_east/article5908494.ece](http://www.timesonline.co.uk/tol/news/world/middle_east/article5908494.ece) Have them write a comparative summary of the two articles.

Have students create a chart identifying rights held by Roman citizens.

Have students create a graphic organizer comparing and contrasting the patrician and plebeian class of ancient Roman society.

Have students write a letter explaining why plebeians should have the right to hold government office.

<p>Online Encyclopedia of Roman Rulers:  <a href="http://www.roman-emperors.org/">http://www.roman-emperors.org/</a>  Great website with assessment and CC on Roman Republic, Rise of Rome, Fall of Rome:  <a href="http://www.brainpop.com/">http://www.brainpop.com/</a></p> <p><b><u>Suggested Activities</u></b></p> <p>Have students write a paragraph discussing the benefits of triumvirate government.</p> <p>Have students write and deliver a two minute speech describing the accomplishments of Augustus.</p> <p>Have students create a map outlining the Hadrian Wall.</p> <p>Have students brainstorm how a system of common currency might encourage trade in the ancient Roman Empire.</p> <p>Have students diagram structure of the republican governments in both ancient Rome and the present-day United States.</p> <p>Working in cooperative groups, have students create a power point or other presentation on one of the three Punic Wars.</p> <p>Have students create a travel guidebook or brochure highlighting five places in ancient Rome that can be visited by tourists.</p> <p>Have students create a graphic organizer comparing the “<i>Twelve Tables</i>” with the United States “<i>Bill of Rights</i>.”</p> <p>Have students compare and contrast the rise and fall of ancient Greece with the rise and fall of ancient Rome.</p> <p>Have students write “Who am I?” riddles on different Roman leaders and their accomplishments.</p>	<p>Have students write a speech demanding equal rights for plebeians in the early republic.</p> <p>Have students write a newspaper editorial from the point of view of a patrician or plebeian on the topic of Julius Caesar’s reforms.</p> <p>Have students write a summary of the leadership qualities of Cincinnatus.</p> <p>Ask students to imagine themselves as Cincinnatus returning to your farm. Have them write letters to the editor of a Roman newspaper in the voice of Cincinnatus explaining why they want to give up your position as dictator.</p> <p>Ask students to imagine themselves as Hannibal as he is about to defeat Rome and think about how he felt on hearing that the Romans were attacking Carthage. Have students journal in the voice of Hannibal and express his feelings about events leading up to the Battle of Zama.</p> <p>Have students research, then compare and contrast the United States Senate and the Senate of Rome.</p> <p>Have students work together to solve a crisis in Ancient Rome (such as an invasion or attack on the city) in a way that represents the methods of government, law and leadership prevalent during the Roman Republic.</p> <p>Have students create index cards illustrating different Roman emperors and summarizing key events of their reign. Sequence on a timeline.</p> <p>Have students create a “recruiting” poster for the army of Marius, Sulla or Julius Caesar and explain the rewards for enlisting.</p> <p>Have students write a song describing the plight of Rome’s small farmers.</p> <p>Have students participate in a class debate on which group would make the best Roman soldiers: mercenaries or citizen volunteers.</p>
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## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Roman Civilization (50 CE – 600 CE)	QUARTER:4 Pacing: 7 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.W.3.8	Determine the impact of significant figures associated with ancient Rome.	<p data-bbox="1564 586 1934 797"><b>Required DBQ Project Lesson: “What Were the Primary Reasons for the “Fall” of Rome?”</b></p> <ul data-bbox="1564 846 1934 1422" style="list-style-type: none"> <li>• Roman Civilization (50 B.C. to A.D. 600)</li> <li>• Roman Way of Life               <ul style="list-style-type: none"> <li>○ Daily Life</li> <li>○ The City of Rome                   <ul style="list-style-type: none"> <li>Emperor’s palace</li> <li>Forum</li> <li>Circus Maximus</li> </ul> </li> <li>○ People of Rome                   <ul style="list-style-type: none"> <li>Rich</li> <li>Poor</li> <li>Slaves</li> </ul> </li> <li>○ Roman Family                   <ul style="list-style-type: none"> <li>Center of society</li> </ul> </li> <li>○ Roman Women                   <ul style="list-style-type: none"> <li>Not full citizens</li> <li>Owned land</li> <li>Ran businesses</li> <li>Sold property</li> </ul> </li> </ul> </li> </ul>
SS.6.W.3.12	Explain the causes for the growth and longevity of the Roman Empire.	
SS.6.W.3.14	Describe the key achievements and contributions of Roman civilization.	
SS.6.W.3.15	Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.	
SS.6.W.3.16	Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.	
SS.6.W.3.17	Explain the spread and influence of the Latin language on Western Civilization.	
SS.6.C.1.2	Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	
SS.6.C.2.1	Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.	
SS.6.E.1.3	Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).	

<p>SS.6.E.3.3</p> <p>SS.6.G.2.1</p> <p>SS.6.G.2.2</p> <p>SS.6.G.2.6</p> <p>SS.6.G.4.1</p> <p>SS.6.G.5.2</p>	<p>Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p> <p>Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of the ancient world.</p> <p>Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p> <p>Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p> <p>Explain how family and ethnic relationships influenced ancient cultures.</p> <p>Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.</p>	<ul style="list-style-type: none"> <li>○ Rome and Slavery <ul style="list-style-type: none"> <li>Captives became slaves</li> <li>Slaves perform many jobs</li> <li>Life generally miserable</li> <li>Spartacus</li> <li>Slave rebellions</li> </ul> </li> <li>○ Religion <ul style="list-style-type: none"> <li>Roman Gods</li> <li>Protected the Empire</li> <li>Worship- prayer and offerings</li> </ul> </li> <li>○ Philosophy <ul style="list-style-type: none"> <li>Many ideas from Greeks</li> <li>Stoicism (living in a practical way)</li> </ul> </li> <li>○ Science <ul style="list-style-type: none"> <li>Galen – anatomy/medicine</li> <li>Ptolemy – astronomy</li> <li>System of numbers</li> </ul> </li> <li>○ Engineering <ul style="list-style-type: none"> <li>Roads (Appian Way)</li> <li>aqueducts</li> </ul> </li> <li>○ Art <ul style="list-style-type: none"> <li>Realistic sculpture</li> </ul> </li> <li>○ Architecture <ul style="list-style-type: none"> <li>Arches</li> <li>Domes</li> <li>Vault</li> <li>Concrete</li> </ul> </li> <li>○ Literature <ul style="list-style-type: none"> <li>Virgil – Aenid (founding of Rome)</li> <li>Horace – satires and odes</li> <li>Livy/Tacitus - historians</li> </ul> </li> <li>○ Theater and Language</li> <li>● <b>Rome’s Decline</b></li> <li>● <b>A Troubled Empire</b> <ul style="list-style-type: none"> <li>○ Political Confusion <ul style="list-style-type: none"> <li>Government weakened</li> </ul> </li> <li>○ Economic Decline</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ Invasions <ul style="list-style-type: none"> <li>Germanic tribes (west)</li> <li>Persian Army (east)</li> </ul> </li> <li>○ General Diocletian's reforms</li> <li>● <b>The Fall of Rome</b> <ul style="list-style-type: none"> <li>○ Constantine's Rule <ul style="list-style-type: none"> <li>Capital moved to Byzantium</li> </ul> </li> <li>○ Germanic Invaders</li> <li>○ Visigoths <ul style="list-style-type: none"> <li>Defeated Roman Legions at Adrianople</li> <li>Alaric captured Rome A.D . 410</li> </ul> </li> <li>○ Vandals <ul style="list-style-type: none"> <li>Attacked Roman lands in Spain and Northern Africa</li> </ul> </li> <li>○ Germanic General Odoacer <ul style="list-style-type: none"> <li>Overthrew western emperor</li> <li>Western Roman Empire ended</li> </ul> </li> <li>○ AD 550 – Eastern Roman Empire became the Byzantine Empire</li> </ul> </li> <li>● <b>Rome's Legacies</b> <ul style="list-style-type: none"> <li>○ Law and Government <ul style="list-style-type: none"> <li>Equality under law</li> <li>Innocent until proven guilty</li> <li>Judges required to decide fairly</li> <li>Citizenship participation</li> </ul> </li> <li>○ Cultural Impact <ul style="list-style-type: none"> <li>Latin alphabet and language</li> <li>Literature</li> <li>Architecture/Construction</li> </ul> </li> <li>○ Ancient Rome &amp; Christianity <ul style="list-style-type: none"> <li>AD 300's- Christianity adopted</li> <li>by Rome's rulers</li> <li>Road system helped spread Christianity</li> </ul> </li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

#### Content:

anatomy, arches, dictator, emperor, gladiator, legions ode, orate, orator, philosophy, rebellion, reforms, satire, vault, veto

#### People:

Constantine, Diocletian, Galen, Horace, Huns, Livy, Tacitus, Theodosius, Vandals, Virgil (Aeneid), Visigoths

#### Places:

Coliseum, Forum, Pantheon

#### Concepts/Events:

Latin Language

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Roman Empire for Children:

<http://www.roman-empire.net/children/index.html>

The Roman Empire:

<http://rome.mrdonn.org/geography.html>

Voyage Back in Time: Ancient Greece and Rome:

Ancient Rome Clip Art:

[http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Ancient\\_Civilizations/Ancient\\_Rome](http://classroomclipart.com/cgi-bin/kids/imageFolio.cgi?direct=History/Ancient_Civilizations/Ancient_Rome)

Ancient Rome for Middle School Kids:

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

The Roman House:

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

All about the Roman Empire in the First Century:

<http://www.pbs.org/empires/romans/>

### **Suggested Activities**

Have students create a newspaper for ancient Rome.

Have a class discussion on how mountains influenced settlement in both ancient Greece and Rome.

Have students draw a map of Italy and summarize how Italy's geographical features contributed to the early history of Ancient Rome.

Have students create a class mural or bulletin board titled, "*Bread and Circuses.*"

After researching entertainments at the Roman circuses, have students create posters advertising the circus

Have students research and write a biographical account of the life of Cicero.

Have students create a travel guidebook or brochure highlighting five places in ancient Rome that can be visited by tourists.

Working in groups, have students create a poster of ancient Roman achievements or practices related to one of the following topics: literature, art and architecture, science and engineering, families, gender roles, slavery, and religion.

Have students write three diary entries from the viewpoint of an ancient Roman gladiator.

Have students make a Venn Diagram comparing the status of women in ancient Greece with the women in ancient Rome.

Have students research and write a summary about the rebellion led by Spartacus in 73 BCE.

<p>Mythology Guide: <a href="http://www.online-mythology.com/">http://www.online-mythology.com/</a></p> <p>Great website with assessment and CC on Roman Republic, Rise of Rome, Fall of Rome: <a href="http://www.brainpop.com/">http://www.brainpop.com/</a></p>	<p>Have students research and write a report of the uses and influences of the Latin language today, concentrating on topics such as law, medicine, science, literature, religion, everyday speech, days of the week, and the names of the months.</p> <p>Have students list ideas the ancient Romans borrowed from other cultures.</p> <p>Have students create a scrapbook showing different Greek and Roman Gods and their roles.</p> <p>Have students write and participate in a modern day play of a Roman myth.</p> <p>Have students create a comic strip of the planets and their connections to different Roman deities.</p> <p>Have students create a daytime talk show featuring guests from ancient Rome.</p> <p>Have students write a persuasive paragraph agreeing or disagreeing with the following viewpoint: “The United States owes more to Roman culture than to any other civilization that has ever existed.”</p> <p><b><u>Assessment</u></b> Develop rubrics and share with students for each of the above mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: The Rise of Christianity (30 CE – 600 CE)	QUARTER:4 Pacing: 3 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.G.4.4  SS.6.W.3.8  SS.6.W.3.13  SS.6.W.3.18	<p>Map and analyze the impact of the spread of various belief systems in the ancient world.</p> <p>Determine the impact of significant figures associated with ancient Rome.</p> <p>Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p> <p>Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p>	<ul style="list-style-type: none"> <li>• <b>Early Christianity</b></li> <li>• <b>Judaism and Rome</b> <ul style="list-style-type: none"> <li>○ Control by Romans</li> <li>    Judea &amp; Galilee</li> <li>    Procurator</li> <li>○ Jewish revolts</li> <li>    Zealots A.D. 66</li> <li>    Masada fortress standoff</li> <li>    A.D. 70</li> <li>    After A.D. 132 Revolt , all Jews forced to leave Jerusalem</li> </ul> </li> <li>• <b>Jesus of Nazareth</b> <ul style="list-style-type: none"> <li>○ From Nazareth, in Galilee, north of Judea</li> <li>○ Jesus' teachings</li> <li>    Kingdom of heaven</li> <li>    Love and forgiveness</li> <li>    Sermon on the mount</li> <li>    Beatitudes</li> <li>    Parables</li> </ul> </li> <li>• <b>Beginnings of Christianity</b> <ul style="list-style-type: none"> <li>○ Jesus' message brought strong reactions</li> <li>○ Growing influence of Jesus</li> <li>○ A.D. 33 Jesus' journey to Jerusalem for Passover               <ul style="list-style-type: none"> <li>    Last Supper</li> <li>    The 12 Disciples</li> </ul> </li> <li>○ Betrayal of Jesus</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Jesus' crucifixion by Romans</li> <li>○ Jesus' resurrection leads to birth of Christianity</li> <li>● <b>The Apostles</b> <ul style="list-style-type: none"> <li>○ Leaders who spread message of Christianity</li> <li>○ Early Christians formed churches or local groups</li> </ul> </li> <li>● <b>Early Christian Leaders</b> <ul style="list-style-type: none"> <li>○ Apostles Peter and Paul</li> <li>○ Peter- Jewish fisherman from Galilee (one of the 12 disciples )</li> <li>○ Paul of Tarsus/ educated Jew and Roman Citizen</li> </ul> </li> <li>● <b>Basic Christian beliefs</b> <ul style="list-style-type: none"> <li>○ One God</li> <li>○ Jesus- Son of God</li> <li>○ Salvation by Jesus</li> <li>○ Trinity-Father, Son, Holy Spirit</li> </ul> </li> <li>● <b>The Early Church</b></li> <li>● <b>Christianity and the Empire</b> <ul style="list-style-type: none"> <li>○ Christianity spread aided by: <ul style="list-style-type: none"> <li>Security</li> <li>Travel</li> <li>Communication via shared language</li> <li>Positive message</li> <li>Hope</li> </ul> </li> <li>○ Roman's mistreat Christians Romans felt threatened by Christianity Accusations and mistreatment Christianity Outlawed Martyrs</li> <li>○ Empire accepts Christianity under Emperor Constantine A.D. 313 Edict of Milan Christianity- Official religion of the Roman empire A.D. 392</li> <li>○ Axum and Kush Axum defeats Kush</li> </ul> </li> </ul>
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		<p>Christianity becomes official religion of Axum</p> <ul style="list-style-type: none"> <li>○ Organizing the church <ul style="list-style-type: none"> <li>Church leadership</li> <li>Hierarchy</li> <li>Clergy</li> <li>Laity</li> <li>Doctrine</li> </ul> </li> <li>○ Christian writings <ul style="list-style-type: none"> <li>Writings of the apostles</li> <li>Four Gospels -accounts of life and teachings of Jesus</li> <li>Gospels and writings by early Christian leaders became New Testament (Christian Bible)</li> <li>Augustine- Bishop in North Africa (<i>City of God</i>)</li> </ul> </li> <li>○ The Bishop of Rome <ul style="list-style-type: none"> <li>Pope</li> <li>Roman Catholic Church</li> <li>Eastern Orthodox Church</li> </ul> </li> </ul>
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### INSTRUCTIONAL RESOURCES

<p><b><u>Vocabulary/Identification</u></b> Apostle , beatitudes, clergy, community, doctrine, gospel, laity, parables, Masada , martyr, pope, region, resurrection, salvation, Zealots</p> <p><b><u>Technology</u></b>- Some URL 's may need to be copied and pasted into your browser if the link does not work.</p> <p><b><u>Website on religion:</u></b> <a href="http://www.brainpop.com/socialstudies/culture/religion/">http://www.brainpop.com/socialstudies/culture/religion/</a></p>	<p><b><u>Suggested Activities</u></b> DBQ Project Lesson: “Why did Christianity Take Hold in the Ancient World?”</p> <p>Have students create a timeline of Early Christianity.</p> <p>Have students summarize and illustrate the parable of the Good Samaritan and at the bottom of image place the moral lesson.</p> <p>Have students create 10 interview questions a reporter might ask people from a crowd who has just heard Jesus speak.</p>
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Have students write a parable that teaches a lesson about some aspect of good citizenship. Include a small illustration that shows the main idea. In small groups use the library or internet to find information about the areas where the Apostle Paul traveled in his four journeys to spread Christianity. [http://www.bible-history.com/maps/maps/map\\_pauls\\_journey\\_to\\_rome.html](http://www.bible-history.com/maps/maps/map_pauls_journey_to_rome.html)

Using Website on religion: <http://www.brainpop.com/socialstudies/culture/religion/> or any other resources from library, have students create a World religion poster listing the major beliefs, leaders, holy books and ideas of creation of: Hinduism, Judaism, Buddhism, Islam, Christianity.

Have students create a map showing the spread of Christianity.

Have students complete the “Create a Newspaper of Early Christianity” activity from PBS Teachers: <http://www.pbs.org/wgbh/pages/frontline/shows/religion/teach/#Activity1>

Have students create a graphic organizer comparing Judaism, Islam and Christianity.

Have students create a graphic organizer detailing the development of the Christian church.

Have students write an essay on why the Roman Government felt threatened by Jesus/Christianity.

### **Assessment**

Develop rubrics and share with students for each of the above mentioned projects to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.

## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: The Americas (1500 BCE – 1500 CE)	QUARTER:4 Pacing: 5 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	Standard 2: Describe the emergence of early civilizations, (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American.	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.G.2.1	SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.	<ul style="list-style-type: none"> <li>• <b>Geography of the Americas</b> <ul style="list-style-type: none"> <li>○ Diverse Regions:               <ul style="list-style-type: none"> <li>North America</li> <li>South America</li> <li>Central America</li> <li>Caribbean</li> </ul> </li> <li>○ Mountains               <ul style="list-style-type: none"> <li>Rocky Mountains</li> <li>Appalachian Mountains</li> <li>Andes Mountains</li> </ul> </li> <li>○ Plains               <ul style="list-style-type: none"> <li>Great Plains</li> <li>Amazon Basin</li> <li>Pampas</li> </ul> </li> <li>○ River Systems               <ul style="list-style-type: none"> <li>Mississippi</li> <li>Amazon</li> </ul> </li> </ul> </li> <li>• <b>Settling the Americans</b> <ul style="list-style-type: none"> <li>○ Reaching the Americas</li> <li>○ Ice Age</li> <li>○ Land Bridge</li> <li>○ Bering Strait</li> <li>○ Migration/Hunter-Gatherers</li> <li>○ Agriculture</li> <li>○ Mesoamerica (Mexico and Central America)</li> </ul> </li> <li>• <b>First American Cultures</b></li> </ul>
SS.6.G.2.2	SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.	
SS.6.G.2.6	SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.	
SS.6.G.3.1	SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.	
SS.6.G.5.3	SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.	
SS.6.E.1.1	SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.	
SS.6.E.1.3	SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).	
SS.6.W.2.1	SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	

<p>SS.6.W.2.3</p> <p>SS.6.W.2.10</p>	<p>SS.6.W.2.3 Identify the characteristics of civilization.</p> <p>SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p>	<ul style="list-style-type: none"> <li>○ Olmec Culture (1200 B.C.)</li> <li>○ First Planned City (400 B.C.) Teotihuacan</li> <li>○ Other Mesoamericans Zapotec (A.D. 300-500)</li> <li>○ Maya</li> <li>○ South America: Chavin (900 -200 B.C.)</li> <li>● <b>Early Cultures</b> <ul style="list-style-type: none"> <li>○ Hohokam (A.D. 300)</li> <li>○ Anasazi</li> <li>○ Mound Builders (1000B.C.)</li> <li>○ Mississippians (A.D.700)</li> <li>○ Cahokia</li> </ul> </li> <li>● <b>Life in the Americas</b></li> <li>● <b>The Mayan Civilization 250- 900 A.D.</b> <ul style="list-style-type: none"> <li>○ Communities</li> <li>○ Society</li> <li>○ Roles of Women</li> <li>○ Achievements: Calendar Mathematics</li> </ul> </li> <li>● <b>North American Peoples 1500 A.D.</b> <ul style="list-style-type: none"> <li>○ Far North Inuit</li> <li>○ West Coast</li> <li>○ Great Plains</li> <li>○ Eastern Woodlands</li> </ul> </li> </ul>
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## INSTRUCTIONAL RESOURCES

### **Vocabulary/Identification**

Cuzco , hieroglyph, Hogan , Isthmus, maize, mita, Quechua, quipu, sinkhole, Yucatan peninsula,

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Sample of Mayan Art at British museum:

[http://www.britishmuseum.org/explore/highlights/highlight\\_objects/aoa/s/stone\\_head.aspx](http://www.britishmuseum.org/explore/highlights/highlight_objects/aoa/s/stone_head.aspx)

Mayan calendar archive:

<http://mayacalendar.com/mayacalendar.html>

Amerindian(Maya, Aztec, Inca) world comparison chart available:

<http://www.historyhaven.com/APWH/unit2/THE%20AMERICAN%20WORLD.htm>

Power point presentations for Geography and climate:

<http://regions.pppst.com/latinamerica.html>

Discovery Education Lesson Plan- Inuit Culture and Relationship with Environment

[http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/6-](http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/6-8_SocialStudies_InuitCultureAndRelationshipWithTheEnvironment.pdf)

[8\\_SocialStudies\\_InuitCultureAndRelationshipWithTheEnvironment.pdf](http://streaming.discoveryeducation.com/teacherCenter/lessonPlans/pdfs/6-8_SocialStudies_InuitCultureAndRelationshipWithTheEnvironment.pdf)

Map of Mesoamerica:

<http://www.famsi.org/maps/>

Ancient scripts(Maya, Aztec and Olmec):

<http://www.ancientscripts.com/meso.html>

### **Suggested Activities**

DBQ Project Lesson: "The Maya: What Was Their Most Remarkable Achievement?"

Have students write an essay summarizing how warmer weather at the end of the Ice Age affected glaciers and nearby land.

Have students prepare a special news report on global warming:

[http://science.nasa.gov/science-news/science-at-nasa/2003/16may\\_biocorridors/](http://science.nasa.gov/science-news/science-at-nasa/2003/16may_biocorridors/)

Have students prepare a power-point or other presentation illustrating Mayan creation myths.

Have students create a comparison chart analyzing how the change from hunting/gathering to farming impacted diet of early civilizations.

Have students make a jigsaw puzzle map of current Central America.

Have students research a present-day flag of Latin America. Determine the meaning of the colors and explain its connection early civilizations of the country.

Have students create a virtual travel brochure through Meso and South America tracing and describing the different achievements of the ancient civilizations.

Research and create a booklet comparing the religious aspects of Meso- or South American civilizations.

Write about lands where the Anasazi lived. Highlight geography and settlement sites. Discuss how they adapted to the environment. (choose any of the early cultural groups listed in the left-hand column)

Have students compare buildings of Meso-American civilizations with the

<p>Search engine for Mexican archaeology: <a href="http://www.archaeolink.com/mexican_archaeology.htm">http://www.archaeolink.com/mexican_archaeology.htm</a></p> <p>Search engine for South America Lesson plans: <a href="http://www.archaeolink.com/south_american_archaeology.htm">http://www.archaeolink.com/south_american_archaeology.htm</a></p> <p>Power point presentation for Pre-Columbian civilization: <a href="http://www.historyhaven.com/APWH/unit2/Mesoamerican%20Civilization[1][1].ppt">http://www.historyhaven.com/APWH/unit2/Mesoamerican%20Civilization[1][1].ppt</a></p> <p>Discovery Education Movie “The Conquistadors” (Michael Woods) <a href="http://www.discoveryeducation.com/">http://www.discoveryeducation.com/</a></p>	<p>buildings of the ancient river civilizations, such as Egypt and Sumer.</p> <p>Have students outline and Summarize the key aspects of civilization for the American empires in Content Journals.</p> <p><b><u>Assessment</u></b> Develop rubrics and share with students for each of the above mentioned projects in order to increase opportunities for mastery of content and historical thinking skills. Each project or assignment should be assessed for content accuracy and skill development in terms of writing and reading comprehension.</p>
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## ST JOHNS COUNTY SCHOOL DISTRICT CURRICULUM MAP

COURSE #: 2109010	COURSE NAME: MS World History Topic: Citizenship	QUARTER:1 Pacing: 8 Blocks
UNIT/ORGANIZING PRINCIPLE/STRAND:	<b>Civics Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b> <b>Civics Standard 2: Evaluate the roles , rights and responsibilities of United States citizens , and determine methods of active participation in society, government , and the political system.</b>	
Identification System of Standards and Benchmarks	BENCHMARK	ESSENTIAL CONTENT
SS.6.C.1.1  SS.6.C.1.2  SS.6.C.2.1	SS.6.C.1.1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.  SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty)  SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.  <b>There will be links to 10 lesson plans provided in the space below. Teachers should make every effort to complete the lessons. The topics covered will be:</b> <ul style="list-style-type: none"> <li>○ <b>Civic Responsibilities in American Society</b></li> <li>○ <b>Citizens Improving Government and Society</b></li> <li>○ <b>Creation of U.S. Government</b></li> <li>○ <b>Defining a Constitution</b></li> <li>○ <b>Origin of Rights</b></li> <li>○ <b>Structure of U.S. Government</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Practicing citizenship</b></li> <li>● <b>Principles of government</b> <ul style="list-style-type: none"> <li>○ United States Constitution</li> <li>○ Representative government</li> <li>○ Federal system</li> <li>○ Separation of powers</li> <li>○ Checks and balances</li> </ul> </li> <li>○ <b>Branches of Government</b> <ul style="list-style-type: none"> <li>▪ Executive</li> <li>▪ Legislative</li> <li>▪ Judicial</li> </ul> </li> <li>● <b>Citizenship</b> <ul style="list-style-type: none"> <li>○ Civic participation of Rome and Greece</li> <li>○ Rights of citizenship               <ul style="list-style-type: none"> <li>Right to seek:                   <ul style="list-style-type: none"> <li>Life</li> <li>Liberty</li> <li>Happiness</li> </ul> </li> </ul> </li> <li>○ First amendment freedoms</li> </ul> </li> <li>● <b>Duties of Citizenship</b> <ul style="list-style-type: none"> <li>○ Obey laws</li> <li>○ Pay taxes</li> <li>○ Serve on jury</li> <li>○ Naturalized citizens</li> </ul> </li> </ul>

- **The Bill of Rights**
- **American Democracy Principles**
- **The Federal System**
- **Voting**

- **Responsibilities of citizens**
  - Stay informed about issues
  - Vote
  - Respect the rights of others
  - Participate in local community
- **Being a Global Citizen**
  - Informed on global issues
  - Care for environment
  - Understand other cultures
  - Make world better

### INSTRUCTIONAL RESOURCES

#### **Vocabulary/Identification**

citizen, citizenship, checks and balances, democracy, direct democracy, executive branch, federal system, issue, judicial branch, legislative branch, representative democracy, republic, separation of powers,

**Technology**- Some URL's may need to be copied and pasted into your browser if the link does not work.

Lesson Plans, Interactive Content, and Civics Games. Note Unit on Citizenship and Participation (For Teachers):

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

For a variety of resources on citizenship, the constitution and civic education, visit the Center for Civic Education website at:

<http://new.civiced.org/>

#### **Suggested Activities**

Have students create a graphic organizer to illustrate the three branches of government and summarize the function of each.

Have students create a graphic organizer that diagrams rights and responsibilities at different levels of citizenship. (home, school, city, state, and nation).

Have students complete the webquest at iCivics on being a Civic Hero.

<http://www.icivics.org/web-quests/civic-heroism>

Brainstorm local or school issues and develop action plans to solve them. Implement where possible.

Have students bring in current events from the newspaper on global issues. Work in teams to brainstorm solutions to global problems that global citizens would take. (air pollution, radioactive fallout, global warming and climate change, e-waste.

Have students write an essay on one small action they could take that would have global implications.

Have students go to iCivics and play the interactive game "Do I Have the Right?"

<http://www.icivics.org/games/do-i-have-right>