

Unit Title: Rules, Roles, and Religions

INSTRUCTIONAL UNIT AUTHORS

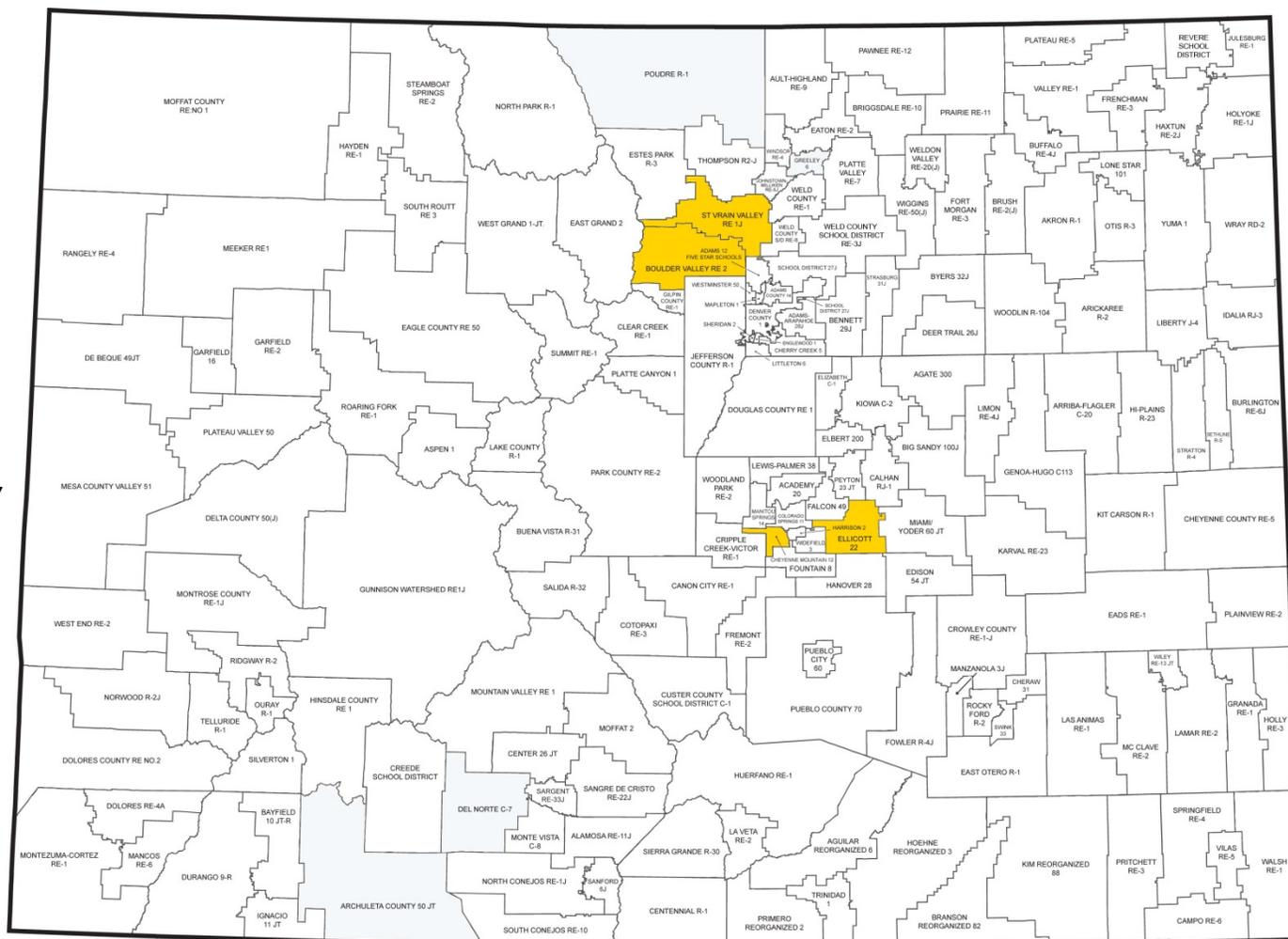
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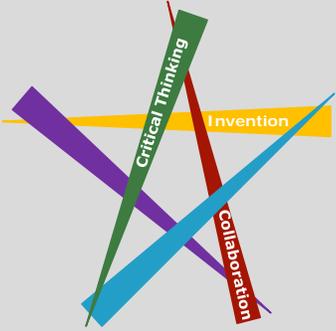
Cheyenne Mountain 12
 Beth Wilson



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

**Curriculum Development Course at a Glance
Planning For 7th Grade Social Studies**

Content Area	Social Studies	Grade Level	7 th Grade
Course Name/Course Code	7 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SS09-GR.7-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SS09-GR.7-S.1-GLE.2	
2. Geography	1. Use geographic tools to gather data and make geographic inferences and predictions	SS09-GR.7-S.2-GLE.1	
	2. Regions have different issues and perspectives	SS09-GR.7-S.2-GLE.2	
3. Economics	1. Supply and demand influence price and profit in a market economy	SS09-GR.7-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.7-S.3-GLE.2	
4. Civics	1. The different forms of government and international organizations and their influence in the world community	SS09-GR.7-S.4-GLE.1	
	2. Compare how various nations define the rights, responsibilities and roles of citizens	SS09-GR.7-S.4-GLE.2	



Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Reading & Writing Standards for Literacy
in History/Social Studies 6 - 12**

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Rules, Roles, and Religions	6-9 weeks	1

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Unit Title	Rules, Roles, & Religions		Length of Unit	6-9 weeks
Focusing Lens(es)	Identity	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.7-S.1-GLE.1 SS09-GR.7-S.1-GLE.2 SS09-GR.7-S.2-GLE.2	SS09-GR.7-S.4-GLE.1 SS09-GR.7-S.4-GLE.2
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.1, CCSS.RH.6-8.5, CCSS.RH.6-8.7, CCSS.RH.6-8.9	CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.6	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What might be some consequences of having no “official” authority? Positive? Negative? • How have ideas of right and wrong changed over time? • Why do certain events or occurrences can cause people to challenge existing forms of authority? • When should you follow the rules and when should you break them? 			
Unit Strands	History, Geography, Civics			
Concepts	Authority, culture, religion, citizenship, government, responsibility, ethics/morality, rules/laws, identity, tradition, beliefs, ideas, ideology, institutions			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture (SS09-GR.7-S.1-GLE.1-EO.b) and (SS09-GR.7-S.1-GLE.2-EO.e)	How does following the Five Pillars of Islam guide/define a Muslim? How does following the teaching of the Torah and the Ten Commandments define the identity of Jewish people?	How do one’s actions demonstrate adherence to a certain belief system?
Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals (SS09-GR.7-S.1-GLE.2-EO.b) and (SS09-GR.7-S.3-GLE.1-EO.c) and (SS09-GR.7-S.4-GLE.1-EO.e)	How did Hammurabi’s Code define the roles and responsibilities of the citizen? (SS09-GR.7-S.1-GLE.2-EO.b) How did Ten Commandments influence life in ancient Judea/Israel? (SS09-GR.7-S.1-GLE.2-EO.b)	Why is authority (including where it resides and who has it) important to social organization? Why do societies need positions of (and people in positions of) authority? What might be some consequences of having no “official” authority? Positive? Negative? Why do humans organize and set up positions of “authority”?
Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order (SS09-GR.7-S.1-GLE.2-EO.c,e) and (SS09-GR.7-S.4-GLE.1-EO.e) and (SS09-GR.7-S.4-GLE.2-EO.e)	Why did Christianity take hold in Europe? What are the characteristics of “good governance?” (SS09-GR.7-S.4-GLE.2-EO.e)	How does the rise or collapse of a government affect surrounding societies over time? (SS09-GR.7-S.1-GLE.2-IQ.1) Why does civilization need laws?

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<p>Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices. (SS09-GR.7-S.1-GLE.2-EO.d) and (SS09-GR.7-S.2-GLE.2-EO.d)</p>	<p>How did the Fertile Crescent influence civilizations that developed there? Why is the Fertile Crescent considered the “Cradle of Civilization”?</p>	<p>How does the geographic location of civilizations help to characterize their religions? How does geography influence the political structure of governments?</p>
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<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Foundations, development and tenets of world religions (Hinduism, Judaism, Islam, Christianity, etc.) (SS09-GR.7-S.1-GLE.2-EO.c,e) • Different codes of law (Hammurabi / Ten Commandments, constitutions, etc.) • The foundation and development of Mesopotamia (SS09-GR.7-S.1-GLE.2-EO.c) • The history, interactions, and contributions of various peoples in Mesopotamia, ancient China, and ancient Egypt, and the Indus Valley civilizations (SS09-GR.7-S.1-GLE.2-EO.e) • Methods and routes of diffusion of ideas (e.g. the spread of Islam) (SS09-GR.7-S.1-GLE.1-EO.a) and (SS09-GR.7-S.1-GLE.2-EO.a,e) and (SS09-GR.7-S.2-GLE.2-EO.d) • The significance of geographic location on the political, economic, and cultural development of river civilizations (SS09-GR.7-S.2-GLE.2-EO.d) • The major cultural and technological contributions of the Shang, Zhou, Ch’in and Han dynasties (SS09-GR.7-S.1-GLE.2-EO.c,d) 	<ul style="list-style-type: none"> • Compare and contrast similarities and differences among systems of religion, and codes of law • Analyze historical sources for accuracy and point of view (SS09-GR.7-S.1-GLE.1-EO.b) • Compare and contrast the political and social structures of the Egyptian and Mesopotamian civilizations (SS09-GR.7-S.4-GLE.2-EO.a) • Explain how the physical environment of a place influences its economy, culture, and trade patterns (SS09-GR.7-S.2-GLE.2-EO.d)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Individuals interact with institutions of authority and power (both religious and civil) to engage within the larger society.</i></p>
<p>Academic Vocabulary:</p>	<p>Compare, contrast, authority, culture, identity, individual, responsibility, institution, beliefs, ethics</p>
<p>Technical Vocabulary:</p>	<p>Cultural diffusion, Islam, Muslim, Judaism, Buddhism, Hinduism, Daoism, tenets, religion, morals, Hammurabi’s Code, Ten Commandments, citizenship, government, rules/laws, tradition, beliefs, ideology, institutions religion, tenets, Fertile Crescent, city-state, empire</p>

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Unit Description:	This unit begins with students hypothesizing the traits that characterize a civilization. Students will then be introduced to the geographic location of the ancient river civilizations and how the nomadic peoples transition to settled peoples in these locations. Using this introduction, students will then begin a case study of each of these river civilizations by looking at the ways humans interacted with other humans in these areas (e.g. the social and political structures) and the ways humans interacted with ideas (e.g. the cultural legacies). The unit culminates with the students developing a “history trunk” full of artifacts, activities, maps and information for classrooms around Colorado to study these river civilizations.
Considerations:	As we looked to develop the curriculum for entire 7th grade year, we realized that the unit Rules, Roles, Religions needed restructuring (as seen in original unit overview) to focus specifically on early civilizations (the Fertile Crescent, Nile River, Indus Valley, Yellow River). In restructuring, Haves and Have Nots also needed restructuring to focus primarily on Europe, specifically early Middle Ages through Renaissance. Subsequently it became necessary to develop another unit that would go between Rules, Roles and Religions and Haves, Have Nots that focused on the cultural legacies of Greek and Roman civilization.
Unit Generalizations	
Key Generalization:	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices
Supporting Generalizations:	Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order
	Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals
	Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You are part of an educational team who works for History in a Trunk, Inc. Your team collects reproduced artifacts and compiles them in trunks to send to classrooms across Colorado. The contents of each “ <i>Early River Civilization</i> ” kit includes various artifacts (e.g., textiles, tools, religious idols, writing), visuals (e.g., maps, pictures), one learning activity (e.g., writing in cuneiform or hieroglyphics) which introduces students to the contents of the trunk. Finally, each artifact and visual should include a “label” or card explaining the artifact/visual and its significance to the river civilization.
Product/Evidence: (Expected product from students)	<p>Students will collaborate in groups to create several artifacts, visuals, activities, and explanations characteristic of their assigned civilization to fill their history trunk. The Early River Civilization trunks should include:</p> <ul style="list-style-type: none"> • 8-10 historical artifact reproductions, each of which should have an explanation of the artifact’s relevance to the civilization (representing physical environment, technological innovation, cultural practice, political practice) • 1 student created political and physical map of the region • 1 learning activity focused on engaging students with the content of the history trunk <p><i>This assessment will necessitate the creation of a rubric with a set of criteria to determine the degree to which a student's performance meets the expectations of the summative/capstone assessment. Here is an overview of the steps in developing a performance assessment rubric.</i></p>

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Differentiation: (Multiple modes for student expression)	Teacher may create teams based on ability. Teacher may also assign specific roles within teams based on ability. Teacher may provide specific sources for groups to draw from when deciding on artifacts for the trunk, as appropriate.
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Beshore, G. (1988). <i>Science in Ancient China</i>. Lexile: 1060</p> <p>Cobblestone Publishing (2007). <i>If I Were a Kid in Ancient Egypt: Children of the Ancient World</i>. (Ages 7-10)</p> <p>Mehta-Jones, S. (2004). <i>Life in Ancient Mesopotamia (Peoples of the Ancient World)</i>. Lexile: 1030</p> <p>Miller, G. (2009). <i>The Tigris and Euphrates: Rivers of the Fertile Crescent</i>. Lexile: 1060</p> <p>Morley, J. (2003). <i>You Wouldn't Want to Be a Pyramid Builder!: A Hazardous Job You'd Rather Not Have</i>. Lexile: 940</p> <p>Richardson, H. (2005). <i>Life in the Ancient Indus River Valley</i>. Lexile: 1010</p> <p>Schomp, V. (2004). <i>Ancient Mesopotamia: The Sumerians, Babylonians, and Assyrians</i>. Lexile: 1070</p> <p>Sherman, J. (2004). <i>Your Travel Guide to Ancient China</i>. Lexile: 1060</p> <p>Steele, P. (2007). <i>DK Eyewitness Books: Mesopotamia</i>. (Ages 8-12)</p> <p>Teague, K. (1997). <i>Growing Up in Ancient China</i>. Lexile: 920</p> <p>Wroble, L. (2006). <i>Kids in Ancient Egypt</i>. Lexile: 810</p>	<p>Cowley, M. (2008). <i>The Golden Bull</i>. Lexile: 760</p> <p>George, A. (2003). <i>The Epic of Gilgamesh</i>. Lexile: 1090</p> <p>McCaughrean, G. (2003). <i>Gilgamesh, the Hero</i>. Lexile: 780</p> <p>McGraw, E.J. (1961). <i>The Golden Goblet</i>. Lexile: 930</p> <p>Rubalcaba, J. (1997). <i>A Place in the Sun</i>. Lexile: 650</p> <p>Wilkinson, C. (2008). <i>Garden of the Purple Dragon</i>. Lexile: 730</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Read, analyze and support understanding of text	Teacher Resources:	https://www.teachingchannel.org/videos/analyzing-text-lesson (A short video on the Teaching Channel showing how to analyze texts) http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/reading.pdf (Reading Strategies) http://www.wisconsinhistory.org/turningpoints/primarysources.asp#read (Using Primary Sources in the Classrooms)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Library of Congress: Analyzing Books and Other Printed Texts Worksheet) http://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf (Document Analysis Worksheet)
	Skills:	Cite specific textual evidence to support analysis of primary and secondary sources (CCSS RH. 6-8.1)	Assessment:	Students will answer (oral or written) document-based questions clarifying their learning and understanding of the reading. Students will use graphic organizers to keep track of specific evidence of the reading.

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2.	Description:	Determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to history / social studies	Teacher Resources:	http://olc.spsd.sk.ca/de/pd/instr/strats/wordwall/ (Word Walls) http://www.readingrockets.org/strategies/word_walls/ (Word Walls)
			Student Resources:	http://www.realclassroomideas.com/resources/graphic+organizers-wordbank.pdf (Word Bank Graphic Organizer) http://www.eslpages.com/samplesheets/samplewordbanksheets.htm (Word Bank Worksheet) http://www.realclassroomideas.com/resources/graphic+organizers-vocabcards.pdf (Vocabulary Graphic Organizer)
	Skills:	Collect vocabulary words and create an on-going word wall using context clues, definitions and visual support	Assessment:	Students will create a word wall to visualize important vocabulary throughout the unit.
3.	Description:	Think/work like a historian by sorting, organizing and classifying primary and secondary sources chronologically	Teacher Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.educationoasis.com/curriculum/GO/sequence.htm (Chain of Events Graphic Organizer) http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf (Chronological Graphic Organizer)
			Student Resources:	http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Books_and_Other_Printed_Texts.pdf (Analyzing Books and Other Printed Texts Worksheet from the Library of Congress) http://www.educationoasis.com/curriculum/GO/sequence.htm (Chain of Events Graphic Organizer) http://www.umbc.edu/che/tahlessons/pdf/historylabs/In_What_Ways_We_faculty:RS20.pdf (Chronological Graphic Organizer)
	Skills:	Gather and organize historical content into a chronological order	Assessment:	Students will create a classroom timeline that will be developed over the course of the unit/year. (CCSS.RH.6-8.5)

Prior Knowledge and Experiences

Students should have some experience analyzing primary and secondary sources. In addition, students should have basic map reading skills.

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Learning Experience # 1		
The teacher may engage students in a gallery walk so that students can identify the traits that characterize a civilization.		
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture	
Teacher Resources:	http://www.timemaps.com/civilization/Ancient-Mesopotamia#overview (World history timeline - Mesopotamian civ.) http://education.nationalgeographic.com/encyclopedia/civilization/ (Article: The characteristics of civilization) http://www.p12.nysed.gov/ciai/socst/ghgonline/projects/8FeaturesCivilization.pdf (The 8 traits of civilization) https://www.youtube.com/watch?v=wyzI9GNZFMU (Crash Course Video Rethinking Civilization - Crash Course World History 201) http://mesopotamia.lib.uchicago.edu/teacherresources/article.php?m=Lesson%20Plans (Lesson Plans: Ancient Mesopotamia) http://edsitement.neh.gov/lesson-plan/cuneiform-writing-system-ancient-mesopotamia-emergence-and-evolution (Lesson Plan: Cuneiform in Ancient Mesopotamia)	
Student Resources:	http://www.whatdoyaknow.com/Civilization/tree_of_civilization.jpg (Image: Rise of civilizations – causes and effects) https://www.youtube.com/watch?v=AY8kfkOSE90 (Video: the 8 characteristics of a civilization) https://sites.google.com/site/1ancientcivilizationsforkids/ (Ancient Civilizations) http://www.timemaps.com/civilization/Ancient-Mesopotamia#overview (World history timeline - Mesopotamian civ.)	
Assessment:	Students will complete a KWL chart based on information obtained during the gallery walk. http://www.readingquest.org/pdf/kwl.pdf	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.readingquest.org/pdf/kwl_mod.pdf (Modified KWL Chart) Students may be given an outline of aspects/concepts to consider/ pay attention to during the gallery walk.	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> Why there are differing views on the number of traits there are that characterize civilization The characteristics of civilization (e.g., large population centers, writing, specialized jobs, central government, cultural systems, social structure) 	
Key Skills:	<ul style="list-style-type: none"> Make predictions about peoples and cultures Examine artifacts and make inferences Use visual evidence to support interpretations 	
Critical Language:	Civilization, culture, tradition, organized religion, architecture, science, technology, metallurgy, irrigation, codes of law, army, specialization, central government, population center, civil service, cuneiform	

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Learning Experience # 2		
The teacher may engage students in a discussion so that students can discover how human interactions with the environment influenced the development of the cultural, economic, and political structures of the first organized river civilizations.		
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order	
Teacher Resources:	http://arthistoryworlds.org/early-river-valley-civilizations/ (Article: The early river civilizations) http://tinyurl.com/q24qoeh (Lesson Plan: Impact of geography on the development of the river valley civilizations) http://www.fsmitha.com/maps.html (Maps of the ancient world) http://www.fsmitha.com/h1/map00-fc.html (Map of the Fertile Crescent) http://legacy.fordham.edu/halsall/ancient/asbook03.asp (Primary sources for Mesopotamia) http://legacy.fordham.edu/Halsall/ancient/asbook04.asp (Primary sources for Egypt) http://legacy.fordham.edu/Halsall/eastasia/eastasiasbook.asp#Cultural Origins (Primary sources for Ancient China) http://legacy.fordham.edu/Halsall/india/indiasbook.asp (Primary sources for Ancient India)	
Student Resources:	http://www.freeman-pedia.com/foundations-to-600-bce/ (Foundations of civilizations: Technological and Environmental Transformations) http://www.cusd200.org/cms/lib7/IL01001538/Centricity/Domain/267/files/World_Civ_Chapter_2.pdf (A chapter on the Four River Valley Civilizations) https://prezi.com/ (Prezi)	
Assessment:	Students will a Prezi presentation illustrating the impact of geography on the development of the agricultural, political, economic, and religious elements of an early river civilization. https://prezi.com/ (Prezi)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in groups or with a partner	Students may create a poster or storyboard
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://legacy.fordham.edu/Halsall/ancient/asbook.asp (Ancient History Sourcebook)	Students may incorporate quotes or illustrations to their prezi (primary sources)
Critical Content:	<ul style="list-style-type: none"> • The impact of geography on early humans and the development of the 4 river valley civilizations (e.g., trade, agriculture, political structure, religious beliefs) • The significance of the transition from a nomadic way of life to established settlements • The significance of the domestication of plants and animals • The significance of geographic location on the political, economic, and cultural development of river civilizations • Early civilizations developed bronze tools, the wheel, the sail, etc., which spread through trade, wars, and the movement of peoples 	

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Key Skills:	<ul style="list-style-type: none"> • Read and compare maps of ancient river civilizations • Analyze how geography affected the development of the River Valley Civilizations • Explain how the physical environment of a place influences its economy, culture, and trade patterns
Critical Language:	Civilization, culture, settlement, technology, irrigation, crops, livestock, Indus, Nile, Euphrates, Tigris, Nile, flood, fertile, Fertile Crescent, Mesopotamia, Huang He (Yellow River), nomadic, cultural hearth, cultural diffusion

Learning Experience # 3		
The teacher may provide primary and secondary sources (e.g., Hammurabi’s Code, excerpts from a Sumerian inscription - Umma & Lagash, Mesopotamian laws) so that students can investigate the social and political structures which organized the civilizations of the Fertile Crescent.		
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals	
Teacher Resources:	http://tinyurl.com/kxkzhgf (Article: The Social Structure of Ancient Mesopotamia) http://www.utexas.edu/courses/classicalarch/readings/umma.html (Primary source: the Umma and Lagash inscription) http://www.sumerian.org/proverbs.htm (Sumerian Proverbs) http://www.timemaps.com/civilization/Ancient-Mesopotamia#location (TimeMaps: Ancient Mesopotamia) http://legacy.fordham.edu/Halsall/ancient/2550mesolaws.asp (A Collection of Mesopotamian Laws, c. 2250 - 550 BCE)	
Student Resources:	http://www.timemaps.com/ancient-mesopotamia-history (Article: The History of Ancient Mesopotamia) https://www.youtube.com/watch?v=sohXPx_XZ6Y (Video: Crash Course World History – Mesopotamia) https://www.youtube.com/watch?v=XpV3ZSxf_nE (Video: The Fertile Crescent - Cradles of Civilization) http://www.ancientmesopotamians.com/ancient-mesopotamia-social-structure.html (Article: Ancient Mesopotamia social structure) http://mesopotamia.mrdonn.org/government.html (Article: The political structure of Mesopotamia – Sumer, Babylon, Assyria) http://www.ushistory.org/civ/4c.asp (Article: Hammurabi’s Code)	
Assessment:	Students will participate in a graded discussion using the following prompt: <i>Evaluate the ways in which Mesopotamian social and political structures maintained safety, security and order, and would those structures would be effective today.</i>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a discussion guide	Students may write a paragraph about the concepts talked about during the discussion

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be asked to present counterarguments to claims of effectiveness/ non-effectiveness
Critical Content:	<ul style="list-style-type: none"> • The various trade networks set up in the Fertile Crescent • Key political leaders like Sargon, Nebuchadnezzar and Hammurabi • The significance of the first code of laws; Hammurabi’s code • The ways in which the various civilizations interacted politically • The ways in which the political system was a blend of theocracy and dictatorship • The social structure of ancient Mesopotamia (e.g., scribe, slave) • How the growth of civilization made government necessary 	
Key Skills:	<ul style="list-style-type: none"> • Explain ideas orally and support with evidence • Identify the impact of Hammurabi’s Code of Laws on Babylonian society 	
Critical Language:	Caravan, merchant, traditional economy, conquest, empire, city-state, theocracy, dictatorship, Hammurabi’s Code, rule of law, scribe, trade, king, Assyria(n), Akkadia(n), Babylon(ian), Sumer(ian)	

Learning Experience # 4	
The teacher may provide primary and secondary sources (e.g. artifacts, images, literature) so that students can explore how the culture (e.g., religion, traditions, art) of the Fertile Crescent civilizations reflected their physical environment.	
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture
Teacher Resources:	http://www.bbc.co.uk/history/ancient/cultures/mesopotamia_gallery.shtml (Image gallery for Mesopotamia) http://college.cengage.com/history/primary/gilgamesh.htm (Excerpt from the Epic of Gilgamesh) http://www.ancient.eu/Ishtar_Gate/ (Article & images: The Ishtar Gate) http://legacy.fordham.edu/Halsall/ancient/asbook03.asp (Primary sources: Sumer, Babylonia, Akkadia, Assyria, etc.) http://tinyurl.com/os83mhb (Sumerian art)
Student Resources:	http://www.ancient.eu/Ishtar_Gate/ (Article & images: The Ishtar Gate) http://www.shmoop.com/gilgamesh/ (The Epic of Gilgamesh summarized) http://tinyurl.com/os83mhb (Sumerian art) http://www.historyforkids.org/learn/westasia/art/sumerians.htm (Sumerian and Akkadian art)
Assessment:	Students will write an article for History.com about the social and cultural legacy of the Fertile Crescent civilizations.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.technology.com/worksheets/language_arts/cloze/ (Cloze worksheets) Students may be provided an outline for the article	Students may be provided a cloze article to complete
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may incorporate a hypothesis in their article about how a change in environment would have impacted the legacy of a civilization	N/A
Critical Content:	<ul style="list-style-type: none"> • The development of the first writing system in Sumer (i.e. cuneiform) • The importance of a writing system to keep records • The significance of the Epic of Gilgamesh • The polytheistic beliefs of Fertile Crescent civilizations (e.g., ziggurat, Enlil, Inanna) • The impact of the physical environment on innovation (e.g., the wheel, cuneiform, irrigation, metallurgy) 	
Key Skills:	<ul style="list-style-type: none"> • Write an informational piece drawing on evidence from informational texts to support analysis and research (CCSS RH. 6-8.1) • Summarize information 	
Critical Language:	Metallurgy, ziggurat, cuneiform, Epic of Gilgamesh, Tigris, Euphrates, polytheism, temple, polytheism, scribe	

Learning Experience # 5		
The teacher may provide charts, illustrations/paintings, etc. so that students can examine the social and political structures of Ancient Egypt.		
Generalization Connection(s):	Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals	
Teacher Resources:	http://www.nea.org/tools/lessons/studying-ancient-egypt.html (Lesson plans on Ancient Egypt) http://www.historyonthenet.com/egyptians/society.htm (Brief overview of the social structure of Ancient Egypt) http://www.bbc.co.uk/history/ancient/egyptians/ (Information about the Ancient Egyptians) http://www.timemaps.com/resources-ancient-egypt (Time map - resources on Ancient Egypt) http://quatr.us/egypt/government/ (Ancient Egyptian government) https://www.canva.com/create/infographics/ (Free infographic creator) http://piktochart.com/ (Free infographic creator - sign-up required)	
Student Resources:	http://www.historyonthenet.com/egyptians/society.htm (Brief overview of the social structure of Ancient Egypt) http://www.timemaps.com/civilization/ancient-egypt (Time map – Overview of Ancient Egypt) http://www.freeman-pedia.com/foundations-to-600-bce/ (Scroll down to Ancient Egypt social and political structure) http://quatr.us/egypt/people/ (Life in Ancient Egypt)	

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	http://quatr.us/egypt/government/ (Ancient Egyptian government) http://www.triangleama.org/wp-content/uploads/2015/06/Infographic.jpg (Infographic example) http://www.prnewsonline.com/Assets/Image/BlackBerry%20SMB%20Infographic.jpg (Infographic example)	
Assessment:	Students will create an infographic explaining the social/political structures in ancient Egypt. https://www.canva.com/create/infographics/ (Free infographic creator)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may focus on either social or political structures within Ancient Egypt	Students may create a poster representing the social/political structures of Ancient Egypt
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The political and social structure in Ancient Egypt (e.g., slaves, scribes, priests, the Pharaoh) • The government of Ancient Egypt depended on two important factors; the pharaoh and agriculture • The significance of the absolute power of the Pharaoh (e.g., wage war, built monuments, capture slaves) • The ways in which the political system was a blend of theocracy and monarchy • Egyptian dynasties and history are divided into 3 main eras: The Old Kingdom, Middle Kingdom, and New Kingdom 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the social and political structures of Ancient Egypt and the Fertile Crescent civilizations 	
Critical Language:	Pharaoh, dynasty, theocracy, monarchy, absolute, social structure, Nile River, bureaucracy, Tutankhamen, Hatshepsut, city-state, upper Egypt, lower Egypt	

Learning Experience # 6	
The teacher may provide primary and secondary sources (e.g., artifacts, images, literature) so that students can explore how the culture (e.g., religion, traditions, art, technology) of the Ancient Egyptians reflected their physical environment.	
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture
Teacher Resources:	http://www.nea.org/tools/lessons/studying-ancient-egypt-6-8.html (Lesson Plans: Ancient Egypt – Science and Technology) http://www.pbs.org/wgbh/nova/ancient/explore-ancient-egypt.html (“Explore” Ancient Egypt through 360° imagery) http://www.ancientegypt.co.uk/menu.html (Interactive Ancient Egypt at the British Museum) http://legacy.fordham.edu/Halsall/ancient/asbook04.asp (Primary sources for Ancient Egypt) http://www.pbs.org/wgbh/nova/ancient/mummies-101.html (“Mummies 101”) http://tinyurl.com/ojtwuze (Khan Academy: Egyptian Art) http://www.pbs.org/empires/egypt/resources/video.html (Video clips on various aspects of Ancient Egypt from PBS)

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Student Resources:	https://www.youtube.com/watch?v=ZvshtiEYdOQ (Video: Journals Through History Ancient Egypt Constructing Civilization) http://www.ancientegypt.co.uk/menu.html (Interactive Ancient Egypt at the British Museum) http://schmidtancientegypt.weebly.com/human-environment-interactions.html (Human Environment Interactions: Ancient Egypt) https://www.flocabulary.com/ancient-egypt/ (Ancient Egypt “rap” – <i>Walk Like an Egyptian</i>)	
Assessment:	Students will write a rap about how physical environment influenced Egyptian culture.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work with a partner Students may be provided an outline with aspects/concepts to include in their writings	Students may write and illustrate a story
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may record their rap and play it for the class
Critical Content:	<ul style="list-style-type: none"> • The various Egyptians gods/goddesses and how they reflected the Egyptian environment • How they used the environment to innovate (e.g., papyrus, makeup, medicine, calendar, irrigation) • Major contributions of the Egyptians (e.g., chariot) • How hieroglyphs were used to record history, promote international relations and create power for the pharaohs The significance of the Rosetta Stone in deciphering hieroglyphics • The purpose, religious and political significance, and the reasons for the construction of obelisks, temples, and pyramids by the ancient Egyptians 	
Key Skills:	<ul style="list-style-type: none"> • Write a creative piece incorporating facts from informational texts • Compare and contrast the religions, art, architecture, and traditions of Ancient Egypt and the Fertile Crescent civilizations • Analyze the relationship between primary and secondary sources on the same topic (CCSS RH. 6-8.9) 	
Critical Language:	Papyrus, hieroglyphics, chariot, polytheism, temple, shrine, mummification, Horus, Osiris, Ra, Thoth, irrigation, medicine, pyramid, Sphinx, funeral rite, archaeologist, tomb	

Learning Experience #7	
The teacher may provide excerpts from texts (e.g., the Old Testament, the Torah, the Koran) so that students can begin to understand the significance of the earliest monotheistic religions which developed during a polytheistic era.	
Generalization Connection(s):	Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture
Teacher Resources:	http://www.timemaps.com/civilization/ancient-israel#religion (TimeMaps - Ancient Israel religion) http://www.historyhaven.com/BELIEF%20SYSTEMS.htm (Descriptions of belief systems: Polytheism, Hinduism, Buddhism, Judaism)

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	https://sites.google.com/site/worldreligionsforkids/home (Historical background, basic beliefs and sacred text information for: Judaism, Christianity, & Islam) http://globalstewardship.org/the-transition-from-polytheism-to-monotheism/ (Article: <i>The Transition from Polytheism to Monotheism</i>)	
Student Resources:	http://www.uri.org/kids/world.htm (Historical background, basic beliefs and sacred text(s) for Judaism, Christianity, Islam) https://www.youtube.com/watch?v=FNGcSbcoTmk (Video: Monotheism and Polytheism) https://sites.google.com/site/worldreligionsforkids/home (Historical background, basic beliefs and sacred text information for Judaism, Christianity, Islam)	
Assessment:	Students will create a foldable illustrating five foundational characteristics of each of the early monotheistic religions (e.g., founder, religious text, place of worship, historical background, fundamental beliefs). http://pickettsmill.typepad.com/files/foldable-instructions.pdf - You could have students complete a 3 – pocket book (pg. 24) or the Billboard Project foldable (pg. 41).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a guide on which concepts should be included in the foldable	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The role of religion in the development of cultural traditions and the growth of civilizations • The founder, historical background, place of worship, basic beliefs, and holy text of each of the early monotheistic religions (i.e., Judaism, Christianity, Islam) • The difference between monotheism and polytheism • They ways in which other civilizations (e.g., the Babylonians) interacted with the Israelites 	
Key Skills:	<ul style="list-style-type: none"> • Summarize key information about the early monotheistic religions • Use maps and globes to analyze the physical and cultural landscapes of the world • Compare and contrast beliefs of religions and faith traditions • Examine the role of religion in the development of civilization 	
Critical Language:	10 Commandments, Judaism, monotheism, polytheism, Torah, Abraham, Moses, conquest, Koran, Bible, Muhammed, Five Pillars of Islam, Mecca, Medina, Jerusalem	

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Learning Experience #8		
<p>The teacher may provide maps (e.g., grid of Mohenjo-Daro), charts (e.g., the Caste System), and images (e.g., architecture) so that students can hypothesize how the cultural aspects and social, political structures of the Indus Valley and Aryan civilizations were influenced by geographic location.</p>		
Generalization Connection(s):	<p>Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals</p>	
Teacher Resources:	<p>http://apworldhistory101.com/history-of-india/indus-river-valley/ (Indus River Valley) http://www.timemaps.com/civilization-ancient-india (The history and civilization of Ancient India) http://www.timemaps.com/history/south-asia-3500bc (Maps: History of Ancient India) http://www.differencebetween.net/miscellaneous/difference-between-caste-system-and-class-system/ (Article: Difference Between Class System and Caste System) http://www.freeman-pedia.com/religions-of-the-world/ (Maps and videos explaining the religions of the world) http://history-world.org/indus_valley.htm (Article: The Indus Valley) http://www.bbc.co.uk/schools/primaryhistory/indus_valley/ (Resources on the Indus Valley civilization)</p>	
Student Resources:	<p>http://www.bbc.co.uk/schools/primaryhistory/indus_valley/ (Resources and Activities for Indus Valley civilization) http://www.freeman-pedia.com/religions-of-the-world/ (Maps and videos explaining the religions of the world) http://www.bbc.co.uk/schools/primaryhistory/indus_valley/way_of_life/ (Article: Indus Valley - Way of Life) https://www.youtube.com/watch?v=n7ndRwqJYDM (Video: Crash Course - History of the Indus Valley)</p>	
Assessment:	<p>Student will create a digital binder that illustrates various cultural, social, and political features of the Indus Valley and Aryan civilizations. http://www.livebinders.com/welcome/home (Digital Binder) (CCSS.WHST.6-8.6)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Students may work with a partner Students may be provided a step by step guide for information to include in the digital binder</p>	<p>Student may create a paper portfolio</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>N/A</p>	<p>Student may include video clips (or other multimedia elements) in the digital binder</p>
Critical Content:	<ul style="list-style-type: none"> • How geographic location affected the rise of civilization and the life of people in the Indus Valley • The ways in which the Indus Valley (e.g., Mohenjo-Daro and Harappa) was advanced for its time (e.g., grid system, plumbing, hygiene) • The evidence of social equality in Mohenjo-Daro 	

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	<ul style="list-style-type: none"> • The significance of the immigration of the Aryan people to the Indus Valley • How the Aryan’s developed the caste system to organize society
Key Skills:	<ul style="list-style-type: none"> • Collect historical information and support with visual evidence (CCSS.RH.6-8.7) • Determine the meanings of words and phrases • Explain how the physical environment influenced the culture of Harappa and Mohenjo-Daro
Critical Language:	Indus Valley/River, Aryan, Mohenjo-Daro, Harappa, immigration, caste system, beliefs, security, order, authority, grid system, architecture, plumbing, hygiene

Learning Experience # 9		
<p>The teacher may provide primary and secondary sources (e.g., The Vedas, the Rigveda, images of Buddha) so that students can determine how the establishment of eastern religions (e.g., Hinduism, Buddhism) in the Indus Valley contributed to the developing identity of their culture.</p>		
Generalization Connection(s):	<p>Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual’s identity and the identity of a culture</p>	
Teacher Resources:	<p>http://www.bbc.co.uk/religion/religions/hinduism/history/history_1.shtml (Article: The History of Hinduism) http://www.bbc.co.uk/religion/religions/buddhism/ (Article: The History of Buddhism) http://www.timemaps.com/civilization-classical-india#religion (Article: The Advent of Buddhism) https://sites.google.com/site/worldreligionsforkids/home/hinduism (Historical background, basic beliefs and sacred text information for Hinduism) https://sites.google.com/site/worldreligionsforkids/buddhism (Historical background, basic beliefs and sacred text information for Buddhism)</p>	
Student Resources:	<p>https://sites.google.com/site/worldreligionsforkids/home/hinduism (Historical background, basic beliefs and sacred text information for Hinduism) https://sites.google.com/site/worldreligionsforkids/buddhism (Historical background, basic beliefs and sacred text information for Buddhism) http://www.mrdowling.com/612-hinduism.html (An introduction to Hinduism) http://www.mrdowling.com/612-buddhism.html (An introduction to Buddhism)</p>	
Assessment:	<p>Students will create a Prezi illustrating the development of Hinduism and Buddhism. https://prezi.com/ (Prezi)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided an outline of concepts/aspects to include in the Prezi	Students may create a poster illustrating the development

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://legacy.fordham.edu/halsall/india/indiasbook.asp#The Formation of Religious Traditions (Primary Sources for Hinduism and Buddhism)	Students may include primary sources (e.g., quotes, images) in the Prezi
Critical Content:	<ul style="list-style-type: none"> • The basic teachings of Buddha (e.g., the 4 Noble Truths and the Eightfold Path) • The development of Hinduism in the Indus Valley • The founder, historical background, place of worship, belief system, holy texts of Hinduism and Buddhism • How the caste system had both religious and social significance (e.g., reincarnation to higher caste) 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast the basic tenets of Hinduism and Buddhism • Summarize key information on the development of Hinduism and/or Buddhism 	
Critical Language:	Vedas, Hinduism, Buddhism, Eightfold Path, 4 Noble Truths, polytheism, philosophy, Buddha, Siddhartha Gautama, Vishnu, Brahma, Shiva, meditate, Aryan, reincarnation, non-violence, Enlightenment, Nirvana, Rigveda, cultural identity, Indus Valley	

Learning Experience # 10		
The teacher may provide primary and secondary sources (e.g., maps, texts, images) so that students can analyze the social and political structures of the Yellow (Huang He) River Valley Civilization in China.		
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Institutions create and maintain systems that support beliefs, exert authority, and maintain safety, security, and order Changing views on authority can determine aspects of societal organization (e.g., monarchy, theocracy, citizenship) and help define political and economic goals	
Teacher Resources:	http://www.timemaps.com/civilization-ancient-china (Timeline & map - Ancient China) http://www.rivervalleycivilizations.com/yellow.php (The Yellow River Valley Civilization) http://www.columbia.edu/itc/eacp/japanworks/ps/cup/classic_of_odes_king_wen.pdf (Selections from <i>The Classic of Odes – King Wen</i>) http://college.cengage.com/history/world/bulliet/earth_peoples/2e/students/primary/mandate.htm (Mandate of Heaven primary) http://legacy.fordham.edu/Halsall/eastasia/eastasiasbook.asp#Cultural Origins (Primary sources for Ancient China)	
Student Resources:	http://www.ducksters.com/history/china/geography_of_ancient_china.php (Brief overview over the geography of Ancient China) http://www.yourchildlearns.com/china_history_geography.htm (China - History and geography) http://china.mrdonn.org/mandateofheaven.html (Article: The Mandate of Heaven) http://users.humboldt.edu/ogayle/sed741/MeriamWebsterTimeline.png (Example: annotated timeline)	
Assessment:	Students will create an annotated/visual timeline that traces the major social/political occurrences and structures of the first 4 Chinese dynasties (Shang, Zhou, Ch'in, Han).	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may work in groups or with a partner Students may be provided a partially completed timeline	N/A

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.microsoft.com/education/en-ca/teachers/how-to/Pages/creating-timeline.aspx (tutorial on how to create a timeline in MS Word) http://www.dipity.com/ (free digital, interactive timeline creator, sign-up required)	The student may create a digital timeline
Critical Content:	<ul style="list-style-type: none"> • The significance of oracle bones • The significance of the Mandate of Heaven on the dynastic cycle • The development of the first dynasty in China (e.g., Shang) • Major contributions of the Shang, Zhou, Ch'in and Han dynasties • The development and impact of the Chinese civil service • The importance of family and ancestors to Chinese society 	
Key Skills:	<ul style="list-style-type: none"> • Explain significant events in chronological order • Summarize events 	
Critical Language:	Oracle bones, Mandate of Heaven, dynastic cycle, dynasty, Shang, ancestor, Zhou, Han, Ch'in, family, civil service, overthrow, social structure, Huang He river	

Learning Experience # 11	
The teacher may provide texts (e.g., quotes from Confucius) so that students can explain how the development of eastern philosophies (e.g., Confucianism, Taoism) in China contributed to their cultural identity.	
Generalization Connection(s):	Physical environments often enhance the identity of a civilization by influencing the development of traditions, facilitating technological innovation, and helping to shape cultural practices Strong beliefs (religious, political, ideological, cultural) contribute to the development of both an individual's identity and the identity of a culture
Teacher Resources:	http://college.cengage.com/history/primary/analects.htm (<i>The Analects</i> - Confucius teachings) http://www.mitchellteachers.org/confucius/philosophy/Confucianism_ReligionFactsWebsite.pdf (Facts on Confucianism) http://www.mitchellteachers.org/confucius/philosophy/TheAnalectsofConfucius_WSU_RichardHooker.pdf (Selections from the teachings of Confucius) http://worldhistoryforall.sdsu.edu/units/four/closeup/04_closeup421.pdf (Lesson Plans: Belief Systems in China - Confucianism, Taoism, and Buddhism) http://www.scholastic.com/teachers/article/daoism-taoism (Article: Daoism-Taoism)
Student Resources:	http://www.ushistory.org/civ/9e.asp (Article: Taoism and Confucianism — Ancient Philosophies) http://www.bbc.co.uk/religion/religions/taoism/ (Background, teachings, and other information about Taoism) http://tinyurl.com/ndg9qm4 (Video: The Mandate of Heaven and Confucius) http://tinyurl.com/pot8vn5 (Article: Taoism in the Tang and Song Dynasties)
Assessment:	Students will write an article for the school newspaper explaining how the teachings of Confucius applies (or may be applied) to their lives in school, at home, and in the community.

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Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided a specific quote to discuss in their writing	Students may write a paragraph
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://cnba.nbed.nb.ca/sites/cnba.nbed.nb.ca/files/doc/teacher/167/editorial_page_instructions.pdf (An outline for writing an editorial)	Student may write an editorial
Critical Content:	<ul style="list-style-type: none"> ● The major teachings of Confucius ● How Confucian thought impacted society ● The role education and common values play in the development of both culture and society ● The spread of the main belief systems in China, and their impact on Chinese politics, economy, society, and culture ● How and when Buddhism spread to China ● The historical background and major teachings of Taoism 	
Key Skills:	<ul style="list-style-type: none"> ● Read, analyze, and understand text (e.g., The Analects of Confucius) ● Cite specific textual evidence ● Determine the meanings of words and phrases 	
Critical Language:	Confucius, Confucianism, Taoism, respect, self-discipline, family, elder, philosophy, cultural identity, wisdom, virtue, analects, proverb	