

Model Curriculum Framework

Grade 6 Social Studies

Louisiana Department of Education

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Grade 6
Social Studies
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Grade 6
Social Studies
Unit 1: Hunters, Gatherers, Farmers (Beginnings)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on hunter and gatherer societies and how agricultural societies developed from them.

Student Understandings

Students understand that the earliest communities emanated from hunter and gatherer societies. Students understand that geographic physical features and human modification influenced early civilization development.

Guiding Questions

1. Can students explain how specialization helped in the development of world civilizations?
2. Can students describe early communities including hunter-gatherer societies and why agricultural societies developed from them?
3. Can students explain how geographical features influenced the development of early civilizations?

Unit 1 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Economics	
Fundamental Economic Concepts	
12.	Explain the role of expanding specialization in the development of world civilizations (E-1A-M4)
World History	
22.	Describe features of the earliest communities (e.g., shelter, food, clothing) (H-1C-M1)
23.	Describe hunter-gatherer societies, including the development of tools and the use of fire (H-1C-M1)
24.	Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization) (H-1C-M2)

GLE #	GLE Text and Benchmarks
25.	Explain why agricultural societies developed from hunters and gatherers (H-1C-M2)
26.	Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing (H-1C-M2)

Sample Activities

Activity 1: Tools to Analyze Culture (GLE: 22)

This sixth-grade content is expansive, requiring students to master considerable material. Data retrieval charts (DRTs) are an excellent means for students to record data and make comparisons between and among data. They are also excellent study guides when students need to recall information, analyze groups of data, and construct generalizations that best describe the data. In this activity, students will be responding to the following questions about lifestyles and cultures of selected peoples. The following chart illustrates questions of importance:

Important Questions	Looking Back Today
How did these people develop architecture? How did they build or choose their homes?	
How did these people conduct agriculture? How did they raise crops? Domesticate animals?	
How did inventions and innovations improve the lives of these people? How did these inventions change transportation, agriculture, and manufacturing?	
How did these people practice religion? What were their beliefs? Who were their religious leaders?	
How did these people practice an economic system? How did they trade? What was the importance of money?	
How did these people govern the community? Who made rules? Who enforced the rules?	

Conduct a discussion in which students answer these questions looking at present American culture. Provide charts so students can list their responses to the questions.

Have the students wad up paper bags and tape them to the bottoms of their desks. (Wadding the bag will give the surface a rough feel, like a cave wall.) Darken the room. Have the students crawl under table and chairs to their desks. Then have them draw pictures of local animals on the paper bags (by flashlight). Some will forget to bring a light, or their flashlight will be too bright. Those students must work by feel in the dark.

Have students discuss what they think life would have been like without electricity. What everyday tasks they perform would be impossible or difficult without electricity or even fire?

Explain that students will respond to these questions repeatedly as they study ancient cultures. Have students analyze the results of this discussion and form generalizations that might be made about American culture (e.g., Americans are dependent upon electronic technology; Americans hold diverse religious views and defend freedom of religion).

Provide readings and/or research material on prehistoric hunting and gathering societies. Working alone or in pairs, students will record responses to questions in the DRT. When they have completed that work, direct individual students to write a statement describing one aspect of life in hunting and gathering societies.

Activity 2: Characteristics of Hunters and Gatherers (GLEs: 22, 23)

Project a copy of the DRT on a screen, and guide student analysis of the data they have collected. Ask students to generalize about foods, clothing, leaders, role of children/women, and homes. Ask students to speculate why hunting and gathering societies were nomadic. Ask students to predict physical locations where animals and plants would be abundant.

Discuss innovations and inventions that gradually made life a bit easier for hunters and gatherers (e.g., inventions—fishhooks, bone needles, arrowheads, scraping tools, spears, pounding stones; innovations/discoveries—fire, taming animals, seeds).

Have students visit the following Web site:

http://anthro.palomar.edu/homo/homo_3.htm

Divide the class into three groups to investigate the following topics:

- creation and use of tools (focus—development of tools and the use of fire)
- new subsistence patterns (focus—food source)
- the occupation of new environmental zones (focus—how geographical societies developed from hunters and gatherers)

Have the students read the Web site and take notes on their designated topics.

Have the students present their information using props, maps, graphs, etc. Have students write a short essay describing how the life of hunters and gatherers changed as a result of one or more of the following:

- bone needle and the role of women in the clan
- discovery of fire and changes in clan life
- inventions of stone tools (arrowheads) and changes in hunting
- discovery that seed produces plants
- invention of the fishhook and food supply
- domestication of animals

Activity 3: Settled Agriculture (GLEs: 24, 25)

Ask students to explain how inventions and discoveries permitted hunting and gathering clans to become an agricultural society. Lead them to summarize that by the end of the prehistoric period, clans and tribes could remain in one place because they had the following:

- domesticated farm animals for food and labor
- a seed culture that allowed them to grow crops for food
- specialized skills (hunters, farmers, and craftsmen)

Given physical maps of the world, students locate places where early agricultural societies would most likely develop. Ask them to use the following criteria in selecting the places:

- rich soils
- a location defensible from invaders
- warm climate
- water

Call upon individual students to defend their choices.

Activity 4: Sites and Settled Agriculture (GLEs: 12, 24, 25)

Ask students to discuss what areas of the world would be beneficial for crop planting and which ones would not. Have them support their answers with a list of reasons for their conclusions.

Given a climate map (or globe) of the world, students reflect on the relative virtues of high, middle, and low latitudes for early agricultural centers. Discuss the importance of rainfall and temperature for growing crops.

Working as a class, students place removable markers on the map to indicate the most likely location of agricultural centers about 7,000 B.C. Assign a writing exercise where students explain how/why hunting and gathering clans developed into agricultural societies. Provide a writing guide on important items that must be included: invention/discoveries, temperature and rainfall, domestication of animals. (Be sure that they include issues such as specialization because of changes in the society and the creation of tools.)

Activity 5: Glaciers and Physical Features (GLE: 26)

Using a series of maps, illustrate how glaciers changed the face of the earth. Begin with the cold period when glaciers covered much of the earth. Ask students to explain why glaciers form in the high latitudes and high altitudes. Show changes in the land as the glaciers receded (e.g., land bridge from Asia to North America, emergence of northern Europe).

Have students illustrate how glaciers move as rivers of ice over the surface of the earth, eroding soil and depositing it where the glaciers melt.

Divide students into groups and have them research glaciated areas of the earth and explain how glaciers do the following:

- form rivers (give examples)
- create deposits of rich soils (loess regions)
- create plains and hills

Activity 6: Human Societies Change the Environment (GLE: 26)

Provide pictures of an early agricultural setting (pictures of museum models). Ask students to view the pictures and identify ways early humans changed the physical environment to improve their lives (e.g., burning and cutting forests, tilling soil, diverting water to fields, cutting ditches to fields, building levees to protect against floods, and building rock fences to contain domesticated animals). Create a list of the adaptations as students make comments.

Have students create an Action/Reaction chart displaying climatic changes and human modifications to the environment and how these affected the domestication of plants and animals, as well as new sources for clothing, shelters, and modes of transportation.

Ask students to pretend they have traveled back in time approximately 35,000 years. Ask them to write a letter to a family member or friend who lives today. Describe to this person what kind of experiences you are having. Be as factual as possible, but be creative and use good descriptive words, including sounds, sights, smells, etc. Be sure to include information regarding climate, clothing, food, homes, dangers, animals, language, etc.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- group research and presentation
- DRT
- essays
- writing guide rubric
- illustrations/models
- letter writing

Grade 6
Social Studies
Unit 2: River Valley Civilizations (4000–1000 B.C.)

Time Frame: Approximately four weeks

Unit Description

This unit focuses on geographic influences on the locations of early river civilizations and how they influenced the development of other cultures through trade and cultural diffusion.

Student Understandings

Students understand the physical features that were conducive environments for settlement of early river civilizations. Students understand the major characteristics of river civilizations and how written records changed river civilization life. Students understand how early river civilizations influenced the development of other cultures in other parts of the world. Students learn to evaluate the impact of human action on the physical environment. Students use geographic information to describe physical features in ancient civilizations.

Guiding Questions

1. Can students identify land and climatic conditions that are conducive to human settlement and explain how those conditions affect settlement?
2. Can students explain how different physical environments affect human activity?
3. Can students identify major river systems and describe the physical settings that supported permanent settlements?
4. Can students describe early river valley civilizations and how rivers made trade and cultural diffusion possible?

Unit 2 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Places and Regions	
2.	Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions (G-1B-M1)
3.	Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”) (G-1B-M2)

GLE #	GLE Text and Benchmarks
Environment and Society	
9.	Explain how different physical environments affected human activity in ancient civilizations (G-1D-M2)
World History	
27.	Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley (H-1C-M3)
28.	Describe the major characteristics of early river valley civilizations (H-1C-M3)
29.	Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion (H-1C-M4)
30.	Describe the development of agricultural societies and individual communities in Southwest Asia, the Mediterranean basin, and temperate Europe, including the role of plow technology (H-1C-M4)
35.	Identify forms of writing developed in early civilizations and explain how written records changed political, legal, religious, and cultural life (H-1C-M3)

Sample Activities

Activity 1: Riverine Cultures (GLEs: 2, 3, 9, 28)

Ask students if they have ever heard of the Nile River. They may know that it is the world’s longest river and that it is the site of the ancient Egyptian civilization. Tell students that they are going to be learning about the four cradles of civilization that lived near rivers: the Indus River Valley (Harappa), the Huang Ho (Han), the Tigris-Euphrates (Sumer), and the Nile River (Egypt). Have students go to a wall map of the world or a globe and point out each river. Show students pictures of each ancient civilization.

Create four cooperative learning groups, each assigned to study one of the four cradles of civilization—the Indus River Valley (Harappa), the Huang Ho (Han), the Tigris-Euphrates (Sumer), and the Nile River (Egypt). Tell students that they will be acting in the role of real estate agents and will be creating a presentation that will include brochures to hand out about their civilization. Each group will be responsible for sharing information regarding the following topics:

- location of civilization on a map
- architecture, including types of homes found during the time period
- land and climate changes conducive to human settlement, including agricultural products produced
- physical features that influenced historical events
- how the physical environment affected human activity
- religion
- government structure

Ask students to develop a slide show presentation to present their research information to classmates (approximately ten to fifteen minutes in length). Conduct discussions during and following each slide show to make any important corrections to the information shared by each group. Have students take notes on relevant information that was not covered in the brochure handed out by each group.

Activity 2: Location and Early Civilizations (GLEs: 2, 3)

Examine the unique geophysical location of each of the early civilizations. Ask the class to consider why these civilizations have been called *riverine cultures*. What is the importance of the river to agriculture and transportation?

Place students in committees to describe the physical environment and to discuss the presence of arid areas (deserts) surrounding each cradle of civilization.

Have them consider questions such as, Why were deserts important for defense and isolation? How did the river system permit growing regular crops despite a lack of rainfall? Why were irrigation systems important?

Activity 3: Agricultural Societies and Defense of Early Civilizations (GLEs: 2, 3, 9, 28)

Review: Hunting and gathering societies collected plant products and followed animal herds with seasonal changes. Agricultural societies were able to locate in one place using seed culture and domesticated animals for food.

In a paragraph, have students compare and contrast hunting/gathering and agricultural societies on selected criteria, such as the following:

- ability to store surplus food from year to year
- available time devoted to crafts and arts
- opportunities to invent or develop new ideas

The four early cradles of civilization were located along rich river valleys that were surrounded by deserts and highlands. In a paragraph, ask students to list the advantages and disadvantages of such a location including the following:

- Why were deserts an important feature for defense?
- How did floods along the rivers support rich farming soils?
- How did mountains provide protection from invasion?

Activity 4: Physical Isolation of Ancient Civilizations (GLEs: 3, 28)

Have students list the pros and cons of living in a society in which there is very little contact with other groups of people. Discuss ancient civilizations and their locations in remote areas, which limited contact with other peoples. Isolation promoted periods of peace and prosperity, providing time for planning.

Ask students to debate how isolation influenced each cradle of civilization with regard to the following:

- development of tools and processes (working with bronze, pottery)
- development of writing and language
- development of government
- construction of large buildings and temples
- development of religion

Ask them to record their ideas.

Have students write a paper discussing the advantages and disadvantages of living in an isolated community.

Activity 5: Physical Geography and Ancient Civilizations (GLEs: 3, 9)

Have students compare and contrast ancient civilizations to determine how physical earth features influenced lifestyles in different ways. Topics for discussion and analysis include the following:

- predictable annual flooding of the Nile (fertilization of the soil)
- broad fertile land between the two rivers—Tigris and Euphrates (multiple city-states)
- the mountain isolation of the Indus River culture (early development)
- the temperate climate along the Huang Ho (different clothing)

Provide a list of prominent mountains, rivers, and deserts for students to locate on a world map. Given a population density map of the world, ask students to form hypotheses about the impact of physical features on human activity. Generate discussion about the following:

- Does the direction the mountain chain runs make a difference?
- Does the direction the river flows make a difference?
- Do people tend to live close to rivers? close to the seacoast?
- Why are deserts so low in population? Is this changing today?

Ask students to reflect on the way in which ancient civilizations changed their physical environment. How did canals and irrigation ditches change the flow of the Nile? What happened to natural vegetation as people cultivated land? What happened to the untamed

animals when fields were planted? How did architectural achievements change the landscape?

Have students write journal entries from the point of view of an explorer describing what he or she is seeing and from the point of view of a visitor from another civilization. What might they have learned and taken back with them?

Activity 6: Rivers and Early Cultures (GLE: 27)

Review each of the regions of the world in which the four riverine cultures were located (Mesopotamia, Egypt, China, and the Indus Valley).

Discuss: Early civilizations domesticated animals as beasts of burden and as a food source. Yet early art shows figures hunting wildlife for sport. Why would the arid conditions surrounding the river systems make wild animals readily available?

In cooperative groups, have students draw illustrations of the major river systems on long pieces of butcher paper, and have them include the physical settings that supported settlement.

Have students share their illustrations and describe the river systems. Then have the cooperative learning groups present dramatizations illustrating major accomplishments of ancient civilizations. Dramatic presentations could include fashion models, language/writing system development and writing tools, role-play of political and religious leaders, models of architectural achievements, and visuals of preserved art. Invite parents to observe the dramatizations. Each of the ancient cradles of civilization was located on or near a major river system flowing through dry to arid regions. Using a world map, ask students to locate rivers associated with each cradle and to note the following information:

- What is the source of the river water?
- In what direction does each river flow?
- What is the latitude of the river's origin? the river delta?

Ask students to prepare summaries describing major characteristics of the early river cultures. The summaries must point out similarities and differences among the four ancient civilizations.

Activity 7: Language and Writing (GLE: 35)

Ask students to brainstorm ways to communicate through language. Did humans always use words? Do we always use words to communicate ideas today? Explain.

Assign students to observe their home, school, and town, focusing on ways in which we communicate ideas or commands (arrow for a curvy road, people walking for crosswalk,

duck crossing, green light for go, etc.). Show students a variety of pictographs. In pairs, ask students to write a story using only pictures. (It can be a story they are familiar with or an original piece.)

Have each pair of students display their story and allow the class to determine what the story is about. Ask students to explain how the pictograph cave paintings in prehistory societies evolved into symbolic language, writing tools, and historical writings in early civilizations. Then compare language development (reading and writing) in China to that in the Fertile Crescent using a Venn diagram.

Activity 8: Written Language and Social Institutions (GLE: 35)

Discuss why writing is important. What historical documents is there that people view today as essential pieces of writing? Why is it important to document history, religious beliefs, and stories?

Provide readings from the Code of Hammarabi, Gilgamesh, and scrolls of the dead. Have students keep a list of similarities and differences among the documents.

Divide students into small groups and have them identify and describe written records that illustrate the importance of writing and writing tools to produce the following:

- government and law (e.g., Code of Hammarabi)
- descriptions of cultural origins (e.g., Gilgamesh)
- religious life (e.g., scrolls of the dead)

Have them present their findings about each topic and provide examples other than the ones you provided. Have students research and then summarize the importance of writing and written records and how they changed political, legal, religious, and cultural life. Put students in pairs and have them create a document that includes information on life in the twenty-first century. Have them include views on government, religion, music, language, education, transportation, environment, etc. Have them transfer the information onto a piece of parchment paper to make them appear more authentic. Have them think of ideas, events, or descriptions that people 500 years from now would want to know about. How would this document be of use to people in the year 2500?

Activity 9: Trade in the Ancient World (GLE: 29)

Discuss: As ancient civilizations grew in importance and size, they came into contact with less developed cultures on their boundaries. Scarce commodities in one culture enhanced the need for trade with the other. Have students create a web diagram with the word *trade* in the middle. Have them brainstorm items that would be traded. What else would be traded that would not have necessarily been a good or product? (Examples include ideas about religion, culture, and defense.)

Divide the students into cooperative learning teams to research trade patterns for their civilization and record trading routes on an outline map of Eurasia. Then have them label physical features on the map illustrating how the environment influenced trade and trading routes. Post the maps in the classroom for discussion of differences and similarities. From their research on trade routes, ask students to create a list of products most frequently traded. Ask students to write a descriptive paragraph explaining how an idea(s) or a good(s) exchanged would have influenced lifestyles in both cultures.

Have pairs of students choose one of the following subjects related to Indus River valley (Harappan) culture: migration, military skills, religion, social classes, and earning a living. Each pair should make two flashcards with a question about their subject on one side and the answer written on the back. Have students write their names on the cards, then use the cards for a class question-and-answer session. Have each student sketch out storyboards for a TV documentary on the changes in warfare, livestock, travel, and religion in the Indus River valley.

Activity 10: Cultural Exchanges and the Growth of Knowledge (GLE 30)

Have students sequence and explain the impact of each of the following developments on communities in ancient civilizations:

- domestication of animals
- development of a seed culture
- irrigation
- buildings and grain storage
- settled farms

Discuss: The invention of the simple plow made it possible for Egyptian farmers to till the earth to improve cultivation and production. Building upon the trade and cultural diffusion concepts in earlier activities, ask students to trace the diffusion of plow technology throughout Southwest Asia, Southern Europe, and around the Mediterranean Sea. Ask students to describe how and why plow technology was quickly adopted by less developed cultures.

Ask the class to consider how the domestication of animals would make knowledge of the plow even more important and to create an advertisement trying to convince people of that time period of the importance of the plow.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- slideshow
- brochures
- paper
- illustrations
- dramatizations
- presentations
- document creation
- flashcards
- storyboards
- map plotting
- advertisement
- research

Grade 6
Social Studies
Unit 3: People and Ideas on the Move (1000 B.C.–A.D. 300)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on the migration of early peoples and the spread of ideas.

Student Understandings

Students understand the reasons for differing patterns of migration of early peoples through contact and trade. Students learn that ancient civilizations are influenced by the spread of ideas. Students learn to use historical thinking skills to conduct research to answer historical questions related to ancient civilizations.

Guiding Questions

1. Can students explain why early people migrated?
2. Can students identify and define the characteristics of world civilizations in a political, social, and economic context?
3. Can students explain the difference between a primary and secondary source and use both to describe world civilizations?
4. Can students use a variety of resources to answer historical questions?

Unit 3 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
5.	Explain reasons for different patterns of migration among early peoples (G-1C-M4)
History	
Historical Thinking Skills	
17.	Describe the defining characteristics of world civilizations from political, social, and economic perspectives (H-1A-M2)
19.	Use multiple primary and secondary sources to describe world civilizations (H-1A-M4)

GLE #	GLE Text and Benchmarks
21.	Conduct historical research using a variety of resources to answer historical questions related to world civilizations (H-1A-M6)
World History	
31.	Identify the effects of migration and militarization on the politics and social fabric of Europe and Asia (H-1C-M5)
32.	Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations (H-1C-M5)
33.	Explain the significance of the introduction of iron tools and weapons in Southwest Asia and the Mediterranean region (H-1C-M6)
34.	Explain the significance of Phoenician trade in the Mediterranean basin (H-1C-M6)

Sample Activities

Activity 1: Forces in Human Migration (GLEs: 5, 32)

Humans have migrated since prehistoric times. People then and now are motivated to move by both *push* and *pull* factors. Define *push* and *pull* as used in describing the migration or movement of people over time.

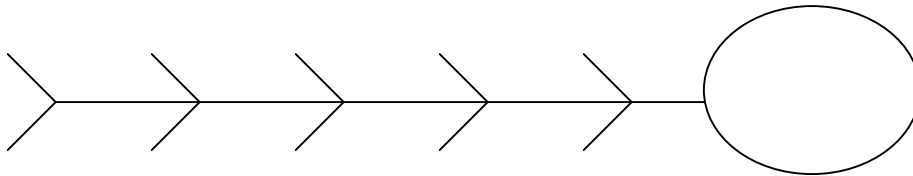
Hold a brainstorming session where students identify people they know who have moved into or out of the community and describe the reason they moved. Make a chalkboard list of the reasons people give for migrating. (If the student-made list is not comprehensive, supply others.)

Have students, in groups, determine which situations demonstrate *push* and which illustrate *pull* (e.g., had better job opportunity, lost job locally, retired and moved to a warmer location, left for college).

Ask the class to consider the wealth and successes of the ancient civilizations such as the Egyptians, Harappans, Han, and Sumerians. Would less developed peoples be pulled or pushed to migrate into one of the cradles of civilization? Would people within advanced cultures be pulled or pushed to migrate? Would there be advantages to having poor, low-skilled workers move into a settled culture? Disadvantages? Would invasion and conquest be a form of migration? Inform the class that Unit 3 will involve the study of four cultures who migrated and settled in new areas—Phoenicians, Hittites, Minoans, and Mycenaeans. Create cooperative learning groups to research and record data about each culture. Have students collect data on a Fishbone Diagram for their assigned area. The head of the fishbone will be the area of study and the subsequent categories (bones) will include the following:

- reasons and patterns for migration
- origin
- influence
- religion
- agriculture
- inventions
- government

Have each group create a larger representation of their Fishbone Diagram to hang up in the classroom or hallway. Have each group present the information using an array of visuals: maps, pictures, drawings, models, etc. Each group is responsible for providing the class with a copy of their Fishbone Diagram, or the teacher may guide the students on taking notes on the diagram as the presentations are in progress. Discuss as a whole group the reasons why each group or civilization migrated and whether they were pushed or pulled.

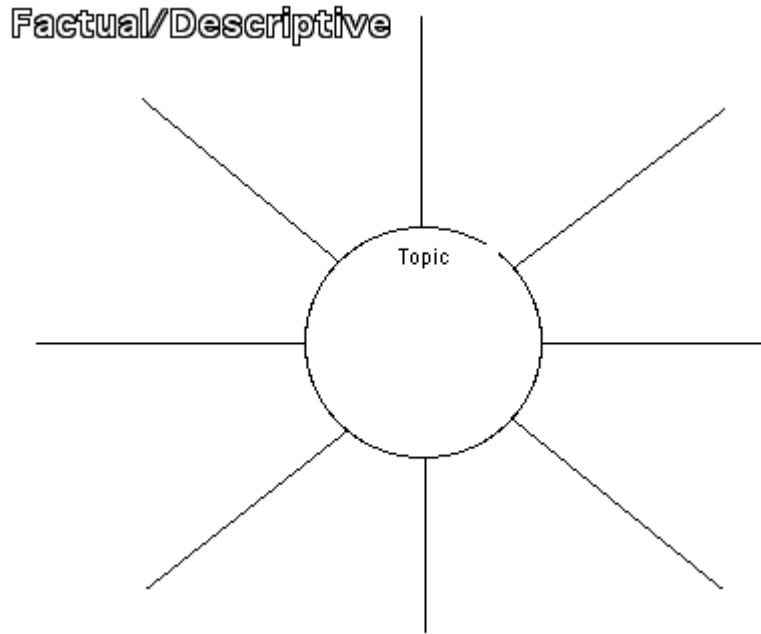


Activity 2: Motivations for Ancient Migrations (GLEs: 5, 32)

Divide students into groups representing the Phoenicians, Hittites, Minoans, and Mycenaeans. Ask each group to explain why its assigned group migrated and settled in new places. What was the advantage of their new settlements? How was trade important to each cultural group? How did migration help the culture to acquire new ideas? How did their migration force other cultures to change?

Have students construct a graphic organizer using the questions below. Have students use *migration* as their topic. Once completed, have students share their graphic organizer with a partner and make changes where needed. Create a class graphic organizer using information provided by students.

- How did war and conquest force people to migrate?
- How did new inventions and discoveries influence migration?
- How did trade promote human migration? diffusion of culture?



Ask the students to provide examples where war, inventions, and trade have produced human migrations in the modern world. Have them construct a map displaying who was at war, a model of the invention, or a map showing examples of items traded.

Activity 3: Settlements to Civilization (GLE: 17)

Discuss: Scholars consider an ancient people to be *civilized* when they had made important advances in six areas: political ideas, agriculture, architecture and art, religious beliefs, economics (trade and production), and language and writing. As humans migrated and settled new regions, they formed centers of civilization incorporating old and new ideas in their culture. Have students brainstorm examples of how the French influenced civilization in America. What evidence is there that there was a large French population in Louisiana?

Ask students to rank the importance of the following areas in judging cultural achievements:

- _____ government and law
- _____ settled agriculture
- _____ architecture/art
- _____ religion
- _____ economics (trade)
- _____ language/writing

Have the students tabulate the student rankings in class while defining civilization by these characteristics. Have students stand in clusters representing the ranking ratio and have students discuss reasons why some categories are more important than others.

Activity 4: Using Primary Resources (GLEs: 19, 21, 34)

Select writings or artifacts from the Phoenician, Hittite, Minoan, and Mycenaean civilizations. Ask students to choose one of the civilizations. Ask students to write a paper or create a pictograph interpreting and explaining the meaning and importance of a writing or artifact within that civilization.

Conduct a class symposium where each civilization is represented by a group of students. Ask students to read and defend their papers or pictographs at the symposium. Having researched the history and geography of their civilization, ask the cooperative learning groups to present their material in response to a series of historical questions: Who were these people when they began their migration to a new home? How did their culture change during and after the migration? What lasting achievements did these people leave for others? The in-class presentation should include the following elements:

- a narrator of the historical epic
- models to illustrate findings (e.g., Phoenician alphabet)
- pictures of architectural achievements (e.g., corbel arch)
- models of transportation
- maps of trade routes and colonization

Have students compare the Phoenician alphabet (illustrate the letters) to Greek and Latin alphabets. Ask the cooperative learning group assigned Phoenicia to explain how the alphabet was diffused throughout the Mediterranean region.

Activity 5: Military Actions and Cultural Diffusion (GLE: 31)

Hold a class discussion on war and what impact it has on a region's culture. Discuss contemporary issues regarding war due to land acquisition, religious beliefs, wealth, etc.

Have students bring in articles illustrating conflict in the world. Have them write summaries discussing who the conflict is between, why they are at war, and how the geographic location of the region impacts military combat.

Have students research and write reports on the impact of military conquest and war among ancient cultures. Possible topics for student papers include the following:

- Hyksos invasion of Egypt (chariots)
- Hittite conflicts with Egypt (decline of both cultures)
- Assyrian invasion of Sumer/Babylon
- Assyrians' forcing of Phoenicians to settle the Mediterranean Coast
- Dorian invasion of Mycenaean culture
- Aryan peoples' invasion of the Indus civilization

Have students give brief oral reports in class discussing the impact of military actions on the culture of the region and the diffusion of the culture. Have students revisit the articles they brought in, and have them compare the reasons for war or conflict with those of ancient civilizations. Are the reasons different? the same? Compare and contrast.

Activity 6: Military Technology and Ancient Peoples (GLE: 33)

Have students discuss how armor and fighting equipment improved between the copper, bronze, and iron ages.

Put students in small groups and have them create timelines illustrating the evolution of weapons through the ages.

Have students take positions on the following statements and defend them:

- Civilization was enhanced as methods of killing and defeating enemies improved.
- Advancements in military resources (iron swords) promoted advancements in all areas of the culture.
- Invasions produced positive cultural change as peoples came into contact.

Activity 7: Phoenicians and Cultural Exchange (GLE: 34)

Have students locate on a historical map the Mediterranean basin and identify routes of Phoenician trade.

Have students research the significance of Phoenician trade to the Mediterranean basin.

Have students describe, with a visual, the spread of Phoenician culture around the Mediterranean Sea and its impact on local cultures. The visual should include the significant contributions of the Phoenicians (e.g., alphabet, colony and city development, and a trading or commercial economy).

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- research
- creation of charts
- map construction
- creation of models
- class symposium
- presentations
- written summaries
- papers
- pictographs
- graphic organizers

Grade 6
Social Studies
Unit 4: Great Empires (1000 B.C.–A.D. 300)

Time Frame: Approximately five weeks

Unit Description

This unit focuses on the characteristics of great empires in the ancient world.

Student Understandings

Students understand that ancient empires established and maintained political boundaries. Students understand that ancient empires engaged in trade, and they make comparisons with the contemporary world. Students learn that ancient empires influenced ideas in other cultures. Students learn to identify issues and problems in world civilizations to examine conquests by empire leaders.

Guiding Questions

1. Can students explain the economic interdependence that existed among various ancient civilizations?
2. Can students explain how various ancient civilizations established and maintained political boundaries?
3. Can students identify the essential elements of Greek and Roman government that influenced the U.S. government?
4. Can students explain how the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations influenced other cultures?

Unit 4 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Physical and Human Systems	
7.	Describe the economic interdependence among various ancient civilizations (G-1C-M6)
8.	Explain how ancient civilizations established and maintained political boundaries (G-1C-M7)

GLE #	GLE Text and Benchmarks
Civics	
Foundation of the American Political System	
11.	Identify the essential elements of Greek and Roman government that would later influence the U.S. government (H-1C-M7)
History: Historical Thinking Skills	
20.	Identify historical issues or problems in world civilizations and discuss how they were addressed (H-1A-M5)
World History	
36.	Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests (H-1C-M7)
37.	Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures (H-1C-M7)
38.	Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese) (H-1C-M7)

Sample Activities

Activity 1: Ancient Greece and Rome (GLE: 38)

This unit focuses on classical Greek and Roman civilizations and their impact on modern Europe and the Americas. The spread of Hellenistic culture is illustrated through study of Alexander the Great and his empire. Since classical Greek and Roman culture formed the basis of what we call Western culture today, it is important that students have a strong sense of chronology (i.e., where Greece and Rome fit into the sweep of history). The contemporary Persian and Chinese empires will also be studied in comparison.

Use computer graphics to generate a timeline. Mount the timeline on the hallway wall (or classroom) covering the period 3500 B.C. to 400 A.D. If possible, make the timeline consist of forty sheets of 8 ½" x 11" paper. That way each sheet represents 100 years of time. Review notes from previous units, and ask students to mark the timeline to indicate the rise and decline of selected civilizations and cultures (e.g., Egypt, Sumer, Han Chinese, Harappan [Indus], Hittites, and Phoenicians).

Divide the class into four groups to answer sets of questions about Greece, Rome, Persia, and China using their textbooks, the Internet, and secondary resources from the school library. Assign two students from each group to explore geography, history, religion, economics, law, government, art, and architecture. Allow students two class periods to obtain information. Meet with each group throughout the process to check for accuracy. Meet with them again when all research has been collected. Have the groups create newspapers based on what they learned. They would include maps, tables, graphs, charts, articles, pictures, diagrams, informative writing, etc. Have students then present their projects.

Then, put the students assigned to the topics (e.g., geography, history, religion, etc.) into groups, and ask them to make charts comparing their topic across the four empires.

Activity 2: Economics: Dependence and Interdependence (GLE: 7)

Have the class make a list of important products they consume or use in their homes (e.g., food, electronics).

Have the students identify the country from which the products originate. Have students plot their findings on a map. Have students compare trade patterns from earlier activities, as well as modern trade that supplies homes today. Guide the class discussion to generalize about economic interdependence, past and present.

Organize the students into four groups to study in-depth the economic interdependence of various ancient cultures (e.g., Greece, Rome, Persia, China). Then ask them to explain the importance of trade and interdependence among the various peoples within and outside the empires. In their presentations, have the students prepare and explain the following:

- map of the Mediterranean and Black Sea areas that illustrates colonies, cities, and trade routes at the height of Greek influence
- map of the Mediterranean and Black Sea areas that illustrates conquered peoples, colonies, cities, and trade routes at the height of the Roman Empire
- map of Persia, showing its relationship to the Roman Empire
- map of Chinese Empire
- charts listing products exchanged among various regions
- visuals of products and coins used in trade

You may have students visit the following Web site to help with gathering information on Greece:

[http:// www.museum.upenn.edu/Greek_World/Index.html](http://www.museum.upenn.edu/Greek_World/Index.html)

Activity 3: Political Boundaries (GLE: 8)

Organize the class into four groups to study the political boundaries of the Greek, Roman, Persian, and Chinese Empires from 1000 B.C. to A.D. 300. Questions to consider include: When was this empire at its largest? Why did it increase in size? Why did it decrease in size or fall?

Ask each group to create a series of maps showing the empire at relevant stages in its life. Each group will also create a timeline showing relevant eras in the empire's life and indicating important political and military leaders who played key roles (e.g., Hannibal, Julius Caesar, Alexander the Great, Darius).

Activity 4: Financing War and Defense in Rome (GLE: 20)

Discuss: The Romans were constantly confronted with the cost of paying for wars (conquest and defense). How did these military costs accumulate and how did they impact Roman society

Ask students to trace the declining silver content in Roman coins as the empire produced more and more money to pay military costs. Construct a concept map placing the word *inflation* (as rising prices of goods) in the center. Record student responses to what they believe to be the definition and how it affects the economy.

Ask the class to explain: How did coining more and more money affect prices of goods? Was inflation a solution to this Roman problem? Why didn't they tax people to pay for the wars? Have students create a T-chart comparing this Roman action with the impact of wars in American history.

Activity 5: Classical Greece (GLE: 36)

Guide a class discussion around the following statements and have the students hypothesize on whether or not these statements are true:

- Independent Greek city-states made the civilization vulnerable to invasion.
- Democracy in Athens created the Golden Age of Pericles.
- Greek art and architecture was borrowed from the Egyptians and Sumerians.

Have students record their answers.

Have students meet in groups and share answers. Each group will then create a collage of images illustrating Greek art and architecture, particularly buildings on the Acropolis illustrating the nature of the Greek city-state and the products of the cultural flowering during the period of Athenian democracy (e.g., Parthenon, Elgin Marbles, statue of Athena (one of the Seven Wonders of the Ancient World), the Winged Victory, etc.). Images can be found on the Internet.

Activity 6: Greek and Roman Government (GLE: 11)

Ask students what kind of government the United States has. Do they think there are many similarities or differences between our government and those of ancient Greece and Rome?

Have students visit the following Web sites:

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/Greecegovt1.html>

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/Greecegovt1.html>

Have students create a diagram showing similarities between the United States and ancient Greece and the United States and ancient Rome. Discuss the influence of Greek and Roman culture on life in the contemporary United States (e.g., architecture, law and government, religion). Have students identify ideas and institutions that have survived to the present day.

On a world map of languages, ask students to note the prominence of Romance languages in the world. Then have students view pictures of prominent buildings in the United States and Europe, and ask them to note the impact of Greco-Roman architecture on the western world. On a political map of the world, ask students to note the presence of representative democracies (republics).

Have students write a paper explaining the elements of Greek and Roman government that influenced U.S. government. Ask them to include such terms as city-state, republic, democracy, social class structure in Greece, and the 12 Tables.

Activity 7: Alexander the Great (GLE: 36)

Ask students to brainstorm great leaders of ancient times. What made them great and influential? How were these leaders different from leaders we have today?

Direct students working in small groups to select one of the following scenarios to flesh out. Prompts in the form of questions accompany each scenario but should not limit students' lines of thinking.

Scenario A: Alexander is conducting an empire-wide televised news conference at a critical point in his reign.

- What questions might reporters ask?
- How will Alexander respond?

Scenario B: Alexander and Darius are appearing together as guests on a television talk show after the battle at Gaugamela.

- How will the conqueror and the defeated rival treat each other?
- What issues will cause fireworks between them?
- What role will the show's host play?

Scenario C: Alexander is close to death, granting an interview to a writer for the *Inquiring Macedonian*.

- What kind of publication is the *Inquiring Macedonian*?
- What accomplishments is Alexander proud of?

- What regrets about his life does Alexander have?
- What are Alexander’s parting words to the world?

Using the content and tone of the models they have examined, students should now flesh out their scenarios in writing. Each group should produce one of the following:

- a made-up transcript of an Alexander the Great news conference (with indications of where and when the conference occurs and who asks the questions)
- a made-up transcript of a TV talk show in which a host, who must be identified by students, engages Alexander and Darius at the same time
- a made-up interview in question-and-answer format or a report based on an interview that Alexander grants the day before he dies

Ask students to write a short paper summarizing the importance of Greek knowledge within Alexander’s vast empire and the importance of Alexandria in maintaining Greek knowledge after his death.

Activity 8: Cultural Change and Diffusion (GLEs: 37, 38)

Hold informal class debates on the following topics:

- Cultural change follows trade routes.
- Migratory people carry culture from one place to another.
- Military actions bring cultural change.

Students need to understand that knowledge, skills, and inventions developed in one civilization were shared with neighboring cultures and that later civilizations built upon ideas from their predecessors. Hold an extensive review of all the civilizations studied to date, illustrating how religion, government and law, economics (trade), art, and architecture were shared among communities and across time. It might be useful to record the cultural contributions under each category as follows:

Civilization	Religion	Govt./Law	Art/Arch.	Economics
Sumerians				
Egyptians				
Han Chinese				
Harappans				
Greeks				
Romans				
Mycenaeans				
Minoans				
Phoenicians				
Hittites				
Persians				

When the charts are completed, ask students to trace cultural development across civilizations and time (down each column). How has religion developed and changed across time? Why has trade been a constant element in each culture? How has law and government changed over time? What new processes were developed in architecture? in language and writings?

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- research
- creation of maps
- charts
- visuals
- presentations
- papers
- transcripts
- interviews

Grade 6
Social Studies
Unit 5: Spread of Culture and Religion (A.D. 300–1000)

Time Frame: Approximately four weeks

Unit Description

This unit focuses on the spread of religion and culture in the ancient world.

Student Understandings

Students understand that cultural traditions and major religions developed, influenced, and spread among world civilizations. Students learn to compare and contrast major religions in terms of leadership, location, and key beliefs.

Guiding Questions

1. Can students identify the major new religions during this period and how they relate to the different empires?
2. Can students explain the differences in beliefs and leaders and locations of the different major religions and how they spread?
3. Can students explain the effect of major religions on European, Asian, and African civilizations?

Unit 5 Grade-Level Expectations (GLEs)

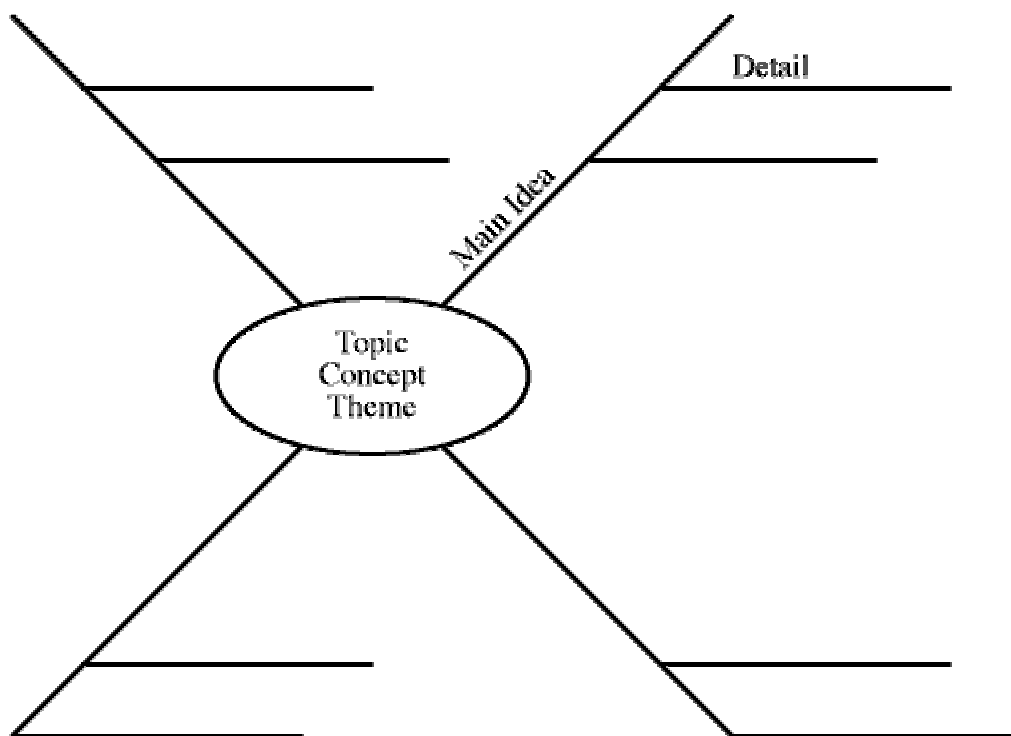
GLE #	GLE Text and Benchmarks
World History	
39.	Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (e.g., Christianity, Hinduism, Buddhism, Islam) (H-1C-M8)
40.	Compare and contrast the major religions in terms of leaders, key beliefs, and location (H-1C-M8)
41.	Trace the spread of major religions and cultural traditions (e.g., the migration of Jews, spread of Christianity, expansion of Islamic rule) (H-1C-M9)
42.	Identify the effect that the major religions have had on European, Asian, and African civilizations (H-1C-M9)

Sample Activities

Activity 1: Analyzing World Religions (GLEs: 39, 40)

Perhaps religion is the most significant element that binds a cultural group together. At the same time, religion can be the most divisive element within a group. It is also an explosive topic to discuss in public classrooms.

Have students brainstorm a list of religions, modern or historical. As a class, have students investigate and conduct an analysis of Christianity. Have students record their findings on a spider diagram.



source:

http://www3.dist214.k12.il.us/admin_depts/staffsupport/SchoolImprovement/GraphicOrganizer/semcon.htm

Establish study groups with assignments to research and report on different religions—Judaism, Islam, Hinduism, Buddhism, Confucianism, and Taoism. The reports are to include the following:

- approximate dates formed
- important leaders/founders of the faith
- important texts/writings

- important holy sites
- important beliefs
- world areas where the religion is practiced
- divisions within the faith
- historical empires associated with the religion (focus on Mediterranean Basin, China, and India)

Have students create a class chart displaying the information above about the religions they researched. Make copies of the chart for students to keep in their notebooks. Keep the wall chart displayed throughout the unit.

Activity 2: Religion and Empire (GLE: 39)

Ask students how religious beliefs spread and how they might evolve.

Divide students into groups and have each group prepare a map illustrating the empire that promoted each religious faith. For example, Christianity would be associated with the Roman Empire when Constantine proclaimed it to be the faith of Romans. The map should also locate the site of origin. Display the maps around the room.

Have each group formulate five questions about its map and perform a walkabout.

- Have the students post the five questions.
- Give each group of students a clipboard.
- Each group of students is to visit each map and answer the questions about the map. At the sound of an auditory signal, the students rotate to the next map and continue the walkabout until all maps have been visited. (When students encounter their own map, they may at that time discuss their answers regarding other maps.)

Guide a discussion, pointing out the importance of political power in the diffusion of a religious faith. On a world map of religions, ask students to explain why Christianity, Judaism, Hinduism, Buddhism, Taoism, and Islam are successful in their particular environments. Ask student to consider how missionaries (proselytizing), European colonization and empires, physical isolation, and language differences influenced the diffusion of religion.

Activity 3: Religion and Diffusion (GLE: 40, 41)

Have students create webs on the words *ethnic* and *proselytizing* when talking about religions.

Define and then have students apply definitions to each religion to explain how ethnicity and proselytizing beliefs influence diffusion of faith. Ask the students to explain the pattern of religious distribution using a world map.

Frequently religion arises in one place (holy site) but achieves prominence only when spread to other areas. Ask the students to trace the migration and/or conversion of religious peoples. Make certain that the student work includes information on the following:

- the Diaspora
- spread of Christianity in the Roman world
- spread of Christianity through colonization
- Arab conquests and the rise of Islam
- Gupta Empire and the spread of Hinduism
- Asoka and the spread of Buddhism

Ask students to prepare a written statement describing how written language was vital to the expansion of religious faiths. The statements must address the importance of religious writings and texts.

Activity 4: Mapping the Spread of Religion (GLE: 42)

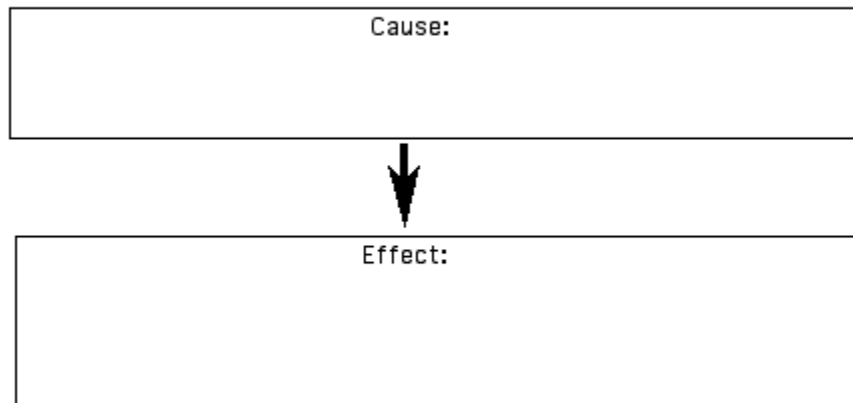
Ask students: If you were to research these religions today, do you think you would find the same religions in the same countries? Why or why not? Have students conduct a think-pair-share discussion strategy.

- The teacher poses a question.
- Students are given a wait time to consider the question.
- Students are paired with another student to discuss their thoughts.
- Students are then asked to share their responses with the whole group.

Provide maps of Asia, Africa, and Europe that show contemporary distributions of religions. Ask students to relate European colonization to the spread of Christianity in sub-Saharan Africa and the Arab Conquest to Islam in North Africa. Ask students to note that Judaism and Hinduism are still located in their place of origin, illustrating the impact of ethnic (non-proselytizing) beliefs. After examining a religious map of Europe, ask students to note that Christianity was very successful but is divided by differences within the faith.

As a culminating activity, have students create a fill-in (a cause-effect graphic organizer) identifying the effect that the major religions have had on European, Asian, and African civilizations.

Cause & Effect



Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- research projects
- chart creation
- map creation
- map interpretation
- question generation
- paragraph writing
- graphic organizers

Grade 6
Social Studies
Unit 6: Rise and Fall of Empires and Kingdoms (A.D. 300–1000)

Time Frame: Approximately three weeks

Unit Description

This unit focuses on reasons for the rise and fall of empires and kingdoms in the late ancient and early medieval worlds.

Student Understandings

Students understand major characteristics of empires and kingdoms in the Middle Ages and reasons for their development and collapse. Students learn the causes, effects, or impact of a world kingdom or empire on economic activity.

Guiding Questions

1. Can students identify the functions and characteristics of money?
2. Can students explain changes and developments that were brought about by the emergence and collapse of major empires and kingdoms in Europe, Asia, Africa, and the Americas?
3. Can students describe major events, people, and social structures of the Middle Ages?

Unit 6 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Economics	
Fundamental Economic Concepts	
13.	Identify the functions and characteristics of money (e.g., money as a store of value) and compare barter exchange to money exchange (E-1A-M8)
History	
Historical Thinking Skills	
18.	Describe the causes, effects, or impact of a given historical development or event in world civilizations (H-1A-M3)

GLE #	GLE Text and Benchmarks
World History	
43.	Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas (H-1C-M10)
44.	Describe major events, key figures, and social structure of the Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism) (H-1C-M10)

Sample Activities

Activity 1: Rise of Feudalism (GLE: 44)

With the Fall of Rome, the *Pax Romana* was at an end, and peoples who had enjoyed the protection of Rome were left without defenses. Germanic tribes from the north invaded and pillaged communities throughout the empire.

Ask: If you were a farmer and/or a landowner, what would you do? Present the idealized model of feudalism, showing relationships among serf, knight, and noble and relationships between Catholic representatives (priest, bishop, and archbishop) and the people.

Distribute charts illustrating the structure of feudalism. Have students research the various levels of feudalism, focusing on attire, tasks, dwellings, etc.

Next, instruct each student to choose a role to play from among the social groups listed—royalty, the nobles, the knights, the peasants and craftsmen, and the priests and monks. Allow time for the students to make notes about the attire, tasks, dwellings, and other related facts associated with their chosen role. Now ask for a volunteer to stand in the front of the class. Members of the class are to ask the volunteer the questions below. After all questions have been answered, have the “actor” call upon a classmate to guess who he/she is. Then choose someone else to play a role. Questions to ask include the following:

- What is your most prized possession?
- What do you usually have for dinner?
- What are you wearing?
- What do you do for fun?
- If you have children, what do you expect them to do every day?
- What tools or implements do you use, if any?
- What is your house like?
- What is worst about your life?
- What is best about your life?
- What are your hopes for the future?

Activity 2: The Feudal Manor (GLE: 44)

Is our way of social structure in the United States in any way like the feudal system of ancient Rome? Explain.

Have students investigate how the feudal manor functioned, using the following Web sites as a basis:

- Middle Ages (<http://www.learner.org/exhibits/middleages>)
- Feudal Life (<http://www.learner.org/exhibits/middleages/morefeud.html>)
- Homes (<http://www.learner.org/exhibits/middleages/homes.html>)
- Religion (<http://www.learner.org/exhibits/middleages/religion.html>)
- Monks and Nuns (<http://www.learner.org/exhibits/middleages/morelign.html>)

Divide the students into project teams and ask students to construct the following:

- diagrams of a manor, illustrating the division of land, the manor house, the parish church, and clustered homes
- charts detailing political relationships among the nobles, knight (lord), and serfs

When the projects are complete, ask the teams to respond to a series of questions, for example, What was the role of the Catholic Church and the priest within feudalism? How was the knight indebted to the serfs? The serfs to the knight? What was the obligation of the serfs to the Catholic Church? The knight to the Church? As a summary, ask students to describe how the self-sustaining feudal economy compared with trade during the Roman Empire.

Activity 3: The Fall of Rome (GLE: 43)

The source for this activity is

<http://www.westmark.pvt.k12.ca.us/LRCweb/socialstudies6th.html>

Discuss: Like any great empire that has come before or after it, Rome has sparked many theories surrounding its fall. Since the empire crumbled, all other great empires or nations have been compared to Rome, with many coming up short. For many, understanding the fall of Rome is the key to the survival of our great nation, the United States. For much of this century, the United States has been compared to the Roman Empire in almost every conceivable way. There are those who say that we are following the same path to destruction as the ancient Romans. So why did Rome fall? Could its fate have been averted, and if so, would the world be different today? The answer lies in what you think after you have looked at all the facts. Let's examine what we know. We know the great empire known as Rome no longer exists. Now let's look at what we don't know.

- Did plagues reduce the population to the point it could not sustain itself?
- Did civil wars lessen the strength of the empire and weaken the population?

- Did the army lose its discipline and thus endanger the empire and cause it to be overrun?
- Did the citizens of Rome become too satisfied and lazy, allowing the empire to crumble because of neglect?
- Did the empire bureaucracy become too top-heavy, eventually causing the empire to collapse upon itself?
- Did it fall as the result of barbarian invasions?
- Did the empire spend too much of its resources on the poor, thus drawing away precious funds from the empire?
- Was the Roman Empire just too big, making a collapse inevitable?

Divide students into teams and instruct the class as follows:

- Divide the research questions among yourselves equally as you are working on this as a team. All within the group need to participate. The more opinions you have the better, as this will assist in reaching a reasonable conclusion.
- Within your team, you should come up with a list of general reasons why you feel a large empire or country might fall.
- When finished, each team member should advance a theory about why Rome fell.
- Organize your recommendations into a presentation to be presented to a panel of world history experts. These experts will judge your conclusions based on appropriateness, thoroughness, and quality.
- Finally, include a short written summary of any comparisons you discover between the reasons for the fall of Rome and what might happen to the United States.

Ask students to consider the work they have completed, then pick two of the following three questions to answer as part of their evaluation:

- What similarities exist between Rome and the United States?
- Do you feel the United States is in the process of decline as a nation?
- Assume for the minute that the United States is declining in a manner similar to Rome. How would you stop the slide and return the United States to its prior greatness?

Activity 4: Charlemagne (GLE: 44)

Ask students to list the names of key figures of the Middle Ages.

Put students in groups of three, and have them research aspects of the life of Charlemagne, reporting on his accomplishments.

- creating a new Roman Empire
- spreading Christianity to German tribes

- promoting trade and the growth of cities

Have students present their information using visuals such as comparison models, maps, etc.

Activity 5: Barter and Money Economies (GLE: 13)

Ask students what the basic characteristics are of money (e.g., recognizable, durable, divisible, known value). Define *money* as any medium of exchange. Ask students what precious metals were used by traders and buyers so that they could easily recognize their value (i.e., copper, silver, and gold). Discuss that money had one other important characteristic: It could be stored (saved). *Barter* is a direct exchange of products between buyers and sellers. In bartering, there is no recognizable standard of value. It does not allow for savings.

Assign each student to a role as a buyer or seller in a marketplace. (Commercial simulations exist.) The students' job is to buy or sell their products to the best possible advantage. In the first round, they barter to achieve the best outcome as a consumer and seller. In the second round, play money is used to buy and sell in the market.

Debrief the simulation, asking students to explain differences between barter and money markets (e.g., ability to save and store money for future purchases). Review the map of trade routes during the Roman Empire. Explain that the Romans minted coins that circulated everywhere in the Empire and that the Romans also honored coins minted by captive peoples. Have students explore the relationship between money and promotion of trade in the empire. With the collapse of the Roman Empire, there was no central authority to guarantee the value of money. Ask students to explain why bartering became important again after the fall of Rome. Then ask them to form hypotheses to explain what happened to Roman trade routes, markets, and cities along the trade routes.

Activity 6: Students as Historians (GLE: 18)

Have a brainstorming session on important events in the period 300-1000.

Ask students to explain the cause and effect of the event. For example, out of the ashes of the fall of the Roman Empire came the rise of the Byzantine Empire, especially during the reign of its greatest Emperor, Justinian. Ask students to research the life of Justinian and describe his accomplishments in a biographical sketch.

Using this data, ask students to explain the following: (1) Why was Justinian successful in expanding the boundaries of his empire? (2) How was culture revived during Justinian's reign (e.g., Hagia Sophia)? (3) What was the long-term impact on the Byzantine Empire?

Activity 7: Civilizations Outside Europe (GLE: 43)

Ask students what is meant by the terms *society* and *social change*. Tell them that you want them to think about factors or events that have caused America to change. Create a chart on the board called “Changes in America,” with two columns, “Factor or Event” and “Result.”

Ask students the following questions:

- What factors or events can you think of that caused American society to change?
- How did society change as a result?

As causes, students might suggest natural events like droughts, floods, or hurricanes; social events like mass immigration; technological advances such as satellite communications, computers, or cell phones; or external changes like the terrorist attacks on September 11, 2001. Make sure that students understand some of the ways that these changes may have altered society.

Remind students that many great civilizations they learn about in history (such as those in ancient Greece, Rome, or Egypt) no longer exist.

Ask students the following questions:

- How do you think this might have happened?
- Can you name any factors or events that you think might be able to wipe out an entire civilization?

While the Western Roman Empire was collapsing, other parts of the world saw new vigorous civilizations rise, prosper, and decline. Divide the class into research groups to investigate selected civilizations in the Americas (Maya, Inca), Africa (Mali, Songhai), and Asia (Arab Expansion, Byzantine Empire, Gupta Empire). Their task is to provide information about each civilization by

- describing the rise of the empire (date and leaders)
- mapping the spread of the empire (areas conquered and governed)
- identifying major inventions and accomplishments in art and architecture
- explaining causes for the decline (date overtaken)
- explaining how existence of the empire changed the region

Ask the groups to share their projects in class. Reinforce those elements that students need to recall.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- role-playing
- research rubric
- navigating the Internet
- diagrams
- charts
- models
- maps
- simulations

Grade 6
Social Studies
Unit 7: Communication and Trade (A.D. 1000–1500)

Time Frame: Approximately three weeks

Unit Description

This unit examines how trade facilitated communication and the distribution of resources.

Student Understandings

Students understand that trade led to the economic development of regions in the world. Students understand that expanding trade had economic motivations for territorial domination. Students understand that trade and communication facilitated cultural diffusion. Students learn to use geographic tools and information to understand perceptions and uses of places or regions and regional distribution of natural resources.

Guiding Questions

1. Can students explain the factors that have affected people’s perceptions and uses of place or regions in world history?
2. Can students explain factors that facilitated cultural diffusion?
3. Can students explain the role of natural resources in importing and exporting of goods?
4. Can students explain economic motivations for expanding trade and territorial domination in the world?
5. Can students explain the effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500?

Unit 7 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Places and Regions	
4.	Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history (G-1B-M4)
Physical and Human Systems	
6.	Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades) (G-1C-M5)

GLE #	GLE Text and Benchmarks
Environment and Society	
10.	Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export (G-1D-M3)
Economics	
Fundamental Economics Concepts	
14.	Use economic concepts (e.g., supply and demand, interdependence) to describe the economic motivations for expanding trade and territorial domination in world history (E-1A-M9)
World History	
45.	Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500 (H-1C-M11)
46.	Explain how communication among regions was accomplished between AD 1000 to 1500 (H-1C-M11)

Sample Activities

Activity 1: Cultural Change (GLE: 4)

Change is the central theme of this unit (e.g., cultural diffusion, change resulting from invention and new technologies, and inventions brought about because of changes in society). Change, a constant across time, has often met resistance from cultural institutions (i.e., religious and political leaders). Even with a short timeline, sixth graders can identify change in their contemporary world.

Guide a discussion, with students listing changes they have noticed in their lives and in the community (e.g., changes in electronics [games, phones, TVs], homes, fashion, and hairstyles).

Ask students to register their feelings about change in their lives.

Ask the class to debate whether change always leads to improvements in society. Ask students to create interview questions and then interview their parents and other adults about change and why some people resist change while others embrace it. Have students share the results.

Activity 2: Inventions and Human Perceptions (GLE: 4)

Provide students with an artifact or a picture of an artifact, and ask students to identify the artifact and explain (guess) its use and importance in cultural change. An example would be presentation of the horse collar that changed agriculture, military life, and transportation.

In guided discussion, ask students to consider how the invention changed the way people viewed the following:

- prairie grasslands (previously difficult to cultivate)
- distant locations (changes in the time traveled)
- trade (access to markets with new transportation)
- warfare (creation of cavalry)
- communication (time taken for messages to be exchanged)

Have each student write a paper on the invention that the student believes affected people's perceptions and use of regions the most, reminding the class to include details to defend their choices.

Activity 3: Events and Ideas Change Human Perceptions of Place (GLE: 4)

New ideas and inventions often change the way people perceive their environment (community, place). For example, humans changed their views of rich soils as knowledge of seeds and agriculture emerged.

Drawing upon knowledge from earlier units, ask students to discuss how selected events, inventions, and ideas altered human views of place. Have students hypothesize and place the following in chronological order. Next, discuss how they are important to current studies.

- use of horse and chariot by Hyksos warriors
- iron working (weapons and invasion)
- irrigation systems
- corbel arch
- human views of Jerusalem (e.g., crucifixion of Jesus and/or Mohammed's ascent)

Have students choose one of the ideas from the list above and use an array of visuals to present how the idea altered human views of place.

Activity 4: Trade and Commerce (GLE: 45)

Have students brainstorm goods that were exported from each of the following: Europe, Africa, and Asia (determine prior knowledge).

Working in groups, students produce large outline maps showing ancient trade routes in Europe (Roman period), Africa (Mali period), and Asia (Roman period). Then place 3" x 5" cards at appropriate points along the routes, with each card listing products exchanged.

In guided discussion, students explain the impact of various imports/exports on culture (e.g., language, money and markets, ideas, art, and architecture).

Activity 5: Communication and Cultural Diffusion Models (GLEs: 6, 46)

Discuss: Cultural diffusion can be explained through three simple models. The *contagious model* describes cultural exchanges by contact among individuals (e.g., spread of contagious disease). *Hierarchical diffusion* occurs when a dominant culture commands others to adopt the culture (e.g., Islamic conversion of nonbelievers by the sword). *Educational diffusion* requires a knower who communicates an idea to others (e.g., schools).

Ask students to apply these models of cultural diffusion to explain the following:

- how trading relationships communicate ideas and diffuse new products (person-to-person contacts)
- how warfare diffuses new technologies (hierarchical)
- how religious texts written in a native language communicate ideas and diffuse religious beliefs (educational)

Simulate situations in the ancient world and Middle Ages where students plan the diffusion of new products and procedures and communicate new ideas. Student teams are to apply the models and develop strategies for the diffusion of the following (add other items of student interest):

- religion (Christianity, Islam)
- war chariots
- craft (pottery, stone carving)
- Greek culture

Have students debate the different approaches and predict the success of each strategy. Assess the most likely ways in which culture was diffused in the ancient world and in the Middle Ages. Guide discussion to include how writing and teaching, conflicts (invasion), trade, and human migrations served as forms of communication and cultural diffusion.

Activity 6: Historical Events and Cultural Diffusion (GLE: 6)

Review models of cultural diffusion and human activities that promoted cultural change.

Provide a list of events/actions that resulted in cultural exchange and diffusion, for example

- the Silk Road (Roman times)
- the Crusades
- the Muslim invasion of Spain
- the Diaspora

Ask students to research the cause, effect, and impact of these cultural contacts and to describe how and why cultural diffusion took place.

Activity 7: Resources and Trade (GLE: 10)

Provide political and physical maps of the continents (available for overhead projection and/or in student atlases) showing the distribution of natural resources. Ask students to consider items in their homes that come from different parts of the world and items that Americans trade abroad.

Have students compare maps to predict resources and products a given country needs to import and its ability to export products to other countries.

Have students select countries from different climatic regions and continents for comparison. Ask students to draw conclusions about resource-rich and resource-poor countries by climatic region and physical features.

Activity 8: Japan and the Importance of Trade (GLE: 10)

What items come to mind when you think of what would be exported from Japan? imported?

Provide data on a selected country (e.g., Japan) showing the presence (or absence) of natural resources. Ask students to analyze the list to make note of important natural resources that a country needs to import (in the case of Japan, that would be coal, oil, and iron). Why is Japan dependent on trade? What products might they trade to acquire needed resources?

Ask each student to do a case analysis of a different country, including the following factors:

- availability of natural resources
- major imports and exports
- access to trade (transportation routes)
- assessment of economic potential

Share the case analyses in class to illustrate interdependence among countries.

Activity 9: Resource Distribution (GLE:10)

Post atlases and ask students to identify resource variations within and between continents. Provide student atlases and ask each student to record this information individually.

Ask students to do the following:

- trace the distribution of heavy metals on the various maps, noting resource-rich nations (areas)
- trace the distribution of fossil fuels, noting resource-rich nations (areas)
- examine vegetative patterns and identify nations (areas) rich in renewable resources

Ask students to use this data to verify the location of industrialized nations, agricultural nations, energy-exporting areas, etc. Ask students to identify areas of the world lacking in natural resources. Ask them to compare resource distribution with population density. Ask students to write a statement explaining how resources (or their absence) influence human settlement.

Activity 10: Resource Needs and Trade (GLE: 14)

Have students orally review the importance of trade in cultural diffusion and the need for countries to import goods in short supply and export surplus goods.

Simulate a situation where two nations are short on a particular natural resource (oil) for their factories. A third nation or region has large quantities of the needed resource. Assign student teams to play the roles of the three nations.

- United States (Country B) large industrial economy
- European Union (Area A) large industrial economy
- Middle East region (or Country C) rich in the needed resource

Each nation (or area) plans strategies to improve its status in trading relationships. Ask all teams to meet to discuss potential strategies and the likely reaction to each strategy. Strategies include invasion, colonization, treaties, and increased price of the resource.

Each team is then given an opportunity to state and defend its strategy while the other teams react and challenge the strategy. Debrief the simulation by discussing OPEC as a strategy, alliances between buyers, and/or an alliance between a buyer and a seller. Ask students to identify different ways cultures and nations have acted in similar situations.

- crusades to maintain Christian sites against Islam
- competition for colonies in Africa and America
- Byzantine control of trade between Islamic Asia and Europe

What roles do supply and demand play?

Activity 11: Controlling the Diffusion of Economic Motivations (GLE: 14)

Have students examine strategies that countries use to control the diffusion of ideas. Revisit Alexander the Great's conquest of southwest Asia and his desire to spread Hellenistic knowledge throughout the world.

How did he control diffusion of Hellenistic knowledge (e.g., settlement of Greek cities in Egypt, Syria, and Persia)? How did his empire stimulate trade, enhance knowledge, and produce cultural change?

Ask the class to examine situations today in which countries act to enhance and/or limit the spread of their economic ideas. Have students provide examples from the newspaper for discussion (e.g., Chinese Free Economic Zones, United States promotes free trade). Have each student write a summary on the article and share it with the class.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit

- interviews
- papers
- simulations
- debates
- presentations
- creation of maps
- research
- comparison papers
- case analysis
- summary of articles

**Grade 6
Social Studies
Unit 8: Interaction and Transformation (A.D. 1000–1500)**

Time Frame: Approximately five weeks

Unit Description

This unit examines how and why Europe changed during a period of intensified hemispheric interaction.

Student Understandings

Students understand how a timeline and geographic tools and information can be used to explain intensified hemispheric interactions. Students understand the role technology plays in change. Students understand major contributing factors to the Renaissance and Reformation.

Guiding Questions

1. Can students use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe?
2. Can students use a timeline to identify change over time in world civilizations?
3. Can students explain how Europe changed politically, socially, culturally, or economically during this period of intensified hemispheric interactions?
4. Can students describe the major contributing factors that led to the Renaissance?
5. Can students explain the major social, economic, political, and cultural features of European society?

Unit 8 Grade-Level Expectations (GLEs)

GLE #	GLE Text and Benchmarks
Geography	
The World in Spatial Terms	
1.	Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe (G-1A-M2)
History	
Historical Thinking Skills	
15.	Construct a timeline of key developments in world history (political, social, technological, religious/cultural) (H-1A-M1)

GLE #	GLE Text and Benchmarks
16.	Interpret data presented in a timeline to identify change and continuity in world civilizations (H-1A-M1)
World History	
47.	Explain how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions (H-1C-M12)
48.	Describe the major contributing factors that led to the Renaissance (H-1C-M12)
49.	Describe the major contributing factors that would lead to the Reformation (H-1C-M12)
50.	Explain the major social, economic, political, and cultural features of European African, and Asian societies that stimulated exploration and colonization (H-1C-M14)
51.	Identify major technological developments in shipbuilding, navigation, and naval warfare, and trace the cultural origins of various innovations (H-1C-M14)
52.	Describe the major achievements of the early Renaissance in Europe, including the impact of innovations in printing (H-1C-M14)

Sample Activities

Activity 1: Mapping a Sphere and Map Distortion (GLE: 1)

Illustrate the problem of mapping a sphere (Earth) by asking students to peel a tangerine and separate it into segments. Have them put dots on the segments at several different points. Demonstrate what happens when the segments are placed side by side (measure distances between dots) and when the segments are reformed into a sphere (measure distances again between the dots). Demonstrate what happens when we create a Mercator projection map of the world.

Ask students to use their tangerines to explain what and how distortion occurs on the map. Ask students to explain why we use flat maps when globes are more accurate. Have students experiment with large, flat, flexible pieces of paper and a globe. After students place the paper in contact with the globe at one of the poles, ask them to write out an explanation of a polar projection—what it would look like. Ask them to verify their explanations by looking in the student atlas. Ask them to wrap the paper into a cylinder in contact with the equator on the globe and write descriptions of the Mercator projection.

Next, ask them to consider a map projected from some point above the equator (conic) and consider the improvement over a polar projection. Finally, ask them to consider a map projected from some point away from the globe and centered on a single latitude. Ask students to answer a series of questions after the map lab.

- Is it possible to create a flat map that does not distort area or true direction between places on the earth?
- What types of maps keep directions accurate but distort the area of land masses?
- What types of maps maintain correct area but distort true directions?

Activity 2: Location on a Globe (GLE: 1)

Define latitude and longitude and their characteristics. Have students show you where these lines are on a map and on a globe.

Give students a series of points on a globe and ask them to identify the location of each, using latitude and longitude. Direct students to use latitude and longitude to describe the direction and degrees required to go from point A to point B. Repeat until students are comfortable using latitude and longitude to determine direction and degrees of distance. Ask students to revisit the tangerine experiment, using segments to define and verify the characteristics of longitude. With the tangerine segments together, mark 0°, 30°, and 60° north and south latitude on the segments. Open and close the segments to help students define and verify the characteristics of latitude.

Ask students to put the tangerine segments together and mark longitudinal lines representing the prime meridian and the international dateline. Ask students to use their tangerine segments to note and explain the maximum number of degrees latitude and longitude on a globe. Using student atlases, direct students to a topographical map of South America with country boundaries and major cities. Give them a study guide that requires them to locate several cities and/or physical features on the map in terms of

- location by hemisphere (north or south)
- location by longitude/latitude
- distance by degrees from the equator
- distance by degrees from the prime meridian
- location by elevation

Activity 3: Sun Lines on a Globe (GLE: 1)

Darken the classroom and direct a flashlight at the globe to illustrate the tilt of the earth on its axis at solstice. Have student assistants place markers on the globe at the edge of illumination when the North Pole is tilted 23½° toward the light.

Reverse the demonstration and have students mark the globe again when the North Pole is tilted 23½° away from the light. Ask students to observe that the markings are located on the Tropics of Capricorn or Cancer and the Arctic or Antarctic circles. Now show the illumination at equinox when Earth's axis is perpendicular to the light.

Ask the students to answer the following in writing:

- If the earth is tilted $23\frac{1}{2}^{\circ}$ on its axis, why are the tropic lines $23\frac{1}{2}^{\circ}$ north and south of the equator?
- Why are the Arctic and Antarctic lines $67\frac{1}{2}^{\circ}$ north and south of the equator or conversely $23\frac{1}{2}^{\circ}$ south and north of the poles?

Activity 4: Renaissance and Reformation (GLE: 48)

The Renaissance and the Reformation in Europe are central to this unit. Discuss the impact of the fall of the Roman Empire on life in southern and northern Europe between the fifth and fifteenth centuries. Sometimes this period is called the Dark Ages because Greco-Roman knowledge was lost to the people. Greco-Roman knowledge was preserved by the Islamic world, the Byzantines, and monasteries in the Christian world.

Define *renaissance* as a “rebirth or revival of a previous condition.” In this case the name has been associated with the revival of Greco-Roman culture in Western Europe (e.g., art, architecture, writings). Show the class a map of the Mediterranean area in A.D. 1400 and have students point out the control of Islamic peoples across North Africa, Spain, and the Fertile Crescent and the location of Italian city-states of importance. Discuss how luxuries from the Far East (China and India) came from Arab traders to Byzantium for transport by Italians to Europe. Trade contacts enriched the Italian city-states, reintroduced Greco-Roman knowledge, and promoted a demand for luxuries in Northern Europe.

Conduct a student roundtable during which Islamic leaders, Italians, and the French/Germans discuss the impact of the fall of Byzantium in 1453.

Guide the dialogue to include the following topics:

- the loss of trade goods from the Far East
- the impact of Greco-Roman learning (e.g., humanism, art, literature)
- the diffusion of culture
- oceanic exploration by nations fronting the Atlantic
- power of the Italian city-states

Activity 5: Constructing Timelines (GLEs: 15, 16)

Timelines are best used to illustrate events that share a common descriptor (e.g., inventions that changed warfare). In groups, students determine the most important events occurring between 1000 and 1500 A.D. for the following topics:

- political developments
- social developments
- inventions and technology
- religion

Have each group create timelines for one of the four categories.

Ask student teams to exchange timelines and draw conclusions about the time period from the data (events) presented. Each team must compare/contrast at least two of the timelines and write a statement showing how events in this period are related.

Activity 6: Renaissance and Reformation (GLEs: 47, 48, 49)

The spread of Islam (eighth century) isolated Western Europe from Southwest Asia, Africa, and the Far East. Motivated by the Catholic faith, kings and nobles led crusades to rescue the Holy Land from “the infidels.” Later, Italian city-states controlled trade between the Arab traders, Byzantium, and Europe. As the Italian city-states prospered, they dedicated wealth to the revival of Greco-Roman art and literature, initiating the Renaissance. By 1400 A.D. religious leaders who questioned Roman Catholic church doctrines began to emerge, initiating the Protestant Reformation.

Have students list the names of countries in Europe. Ask them how these countries have been influential on American culture. What evidence is there?

Divide the class into research groups to investigate the following:

- the rise of Italian city-states (Venice, Genoa, and/or Florence)
- the Crusades (purpose, sponsors, travel routes, dates, and success)
- the Renaissance (origins, humanism, leading scholars, spread of ideas, role of the Catholic Church)
- the Reformation (origins, important leaders, area under church reform, the Gutenberg press)

Have students create collages representing their group’s work. The collage can include maps, dates, pictures of clothing/weapons, names and/or faces of leaders, etc.). Each group is to present its collage and explain aspects of politics, culture, and economics.

Have students create a timeline showing events that led to the Renaissance. Have students write a paper explaining how and why Europe changed politically, socially, culturally, or economically during the period of intensified hemispheric interactions.

Activity 7: Reformation (GLE: 49)

Identify Germany as the initial site of a period in time known as the Reformation. (The date usually associated with the beginning of the Reformation is 1517, when Luther put forth his ninety-five theses.) Point out that the Reformation is part of the Renaissance time period. Ask students

- Where does the word *Reformation* come from?
- What does *reform* mean?
- What might need reforming?

Pass out student maps of Reformation Europe. Look at the map and compare Europe of the 1500s to Europe now. Read the information on the map and allow students to color appropriate land holdings and create a key. Students should keep this map to refer to throughout the unit. Divide students into study groups. Have each study group use a variety of resources to explore the following topics and prepare to make a presentation to the class on their assigned topic:

- reasons for the Reformation
- where and why it began
- important reform leaders
- areas of Europe where church reform took place

Have students record data in their study guides. Study guides should contain brief biographies of important reformers (e.g., Calvin, Luther, Henry VIII), maps showing the spread of religious reform, and the information about the importance of new printing methods.

Activity 8: Colonization and Conquest (GLE: 50)

Begin by asking students what they know about the following individuals. Use their responses to create a KWL chart.

- Marco Polo
- Columbus
- Magellan
- Prince Henry the Navigator
- Pizzaro
- da Gama
- Cortez

The object of this task is to see how much students know about colonization and conquest. Discuss the extent of their knowledge as shown on the chart.

Discuss with the class what was happening in the home country of the individuals listed above that would allow each country to pursue its interests. Using the classroom world map, pinpoint and briefly discuss the three major countries involved (Spain, Portugal, and Italy). Hand out individual student maps, and have students locate and color Spain blue, Portugal red, and Italy green, using colored pencils or markers.

Group students into teams and assign each team an explorer to investigate using the Internet or other available resources.

- Marco Polo
- Columbus
- Magellan
- Prince Henry the Navigator
- Pizzaro
- da Gama
- Cortez

Have the teams tell about the individual's activities, point out the country he represented on the world map, and describe his country's role in colonization and conquest.

Activity 9: Navigational Technology (GLE: 51)

Ask students if any of them have been on a boat or ship. Ask them if they know what is used to determine direction, to increase or decrease speed, to change direction, and for safety purposes.

Have students jigsaw developments in shipbuilding, navigation, naval warfare, and the origins of these innovations. Direct students to focus on contributions of the Arabs, the Italian city-states, Prince Henry's navigational school, and naval conflicts.

Have students present their information using visual aids such as models, maps, and role-playing.

Activity 10: Renaissance Achievements (GLE: 52)

Ask students what they already know about architecture, science, art, and printing.

Building upon earlier activities, ask students to identify the major Renaissance scholars and their achievements in the following fields:

- science
- literature
- art
- printing

- politics
- architecture

Ask students to “dress up” and present information about a selected topic. Have students explain how the Renaissance opened Western Europe to political, social, and economic progress.

Sample Assessments

Use a variety of performance assessments to determine student understanding of content. Select assessments that are consistent with the types of products that result from the student activities, and collaboratively develop a scoring rubric with other teachers or students. The following are samples of assessments that could be used for this unit:

- roundtable discussions
- hands-on experiment
- use of primary source documents
- location of points on a map
- construction and interpretation of a timeline
- research
- creation of models and maps
- presentation of information
- role play
- collage
- papers